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ABSTRACT

To evaluate vocational teacher education as comprehensively as possible, a model was developed which is applicable statewide, based upon the primary delivery system of public institutions of higher education, inclusive of the three major missions of vocational teacher education (instructional services, research and development activities, and service activities), and based upon expectations for vocational professional development. Within the model, each of three mission areas is described in terms of goal statements which require objectives to describe how vocational teacher education programs will achieve a particular goal. Operationalization of the objectives in measurable terms is provided through process and product criteria which specify the basic components of an objective. The instruments contained in this manual were developed to encompass all the criteria statements and correspond to the process and product criteria. While the process instruments are intended for use by the institution's faculty for self-study, the eleven product-related instruments are designed for use by individuals outside the institution, such as state and national service agencies, research students and faculty, and other users of research and development products. (The manual provides copies of and directions for the instruments as well as a brief literature review and bibliography of evaluation systems for vocational teacher education. The appendixes include a diagram of the evaluation model, and outline the goals and objectives for the three mission areas.) (ELG)

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ED162071

INSTRUMENTS FOR THE EVALUATION OF VOCATIONAL TEACHER EDUCATION

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State Board of Vocational and Technical Education
Department of Public Instruction
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State of Indiana

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A MODEL FOR THE EVALUATION OF VOCATIONAL TEACHER EDUCATION WITH ASSESSMENT INSTRUMENTS[1]

Purdue University

Indiana University

The contribution of comprehensive vocational education to human resources development is complex and multi-dimensional. One dimension of the services that must be provided by comprehensive vocational education to total human resources development is the preparation and upgrading of instructional and administrative personnel, the investigative and scholarly endeavors which contribute to the expansion of knowledge, and the delivery of services to local, state and national agencies and organizations which are responsible for comprehensive vocational education. These activities may be broadly included under the umbrella term of vocational teacher education within the spectrum of public institutions of higher education.

Background Information

Implicit in the human resources development provided by institutional-based vocational teacher education is an evaluation system which will enable institutions and agencies to determine effectiveness and to make provisions for improvement in the teacher education process.

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[1] A Project Supported by the Indiana State Board of Vocational and Technical Education

While many approaches to evaluation model development exist, three significant aspects of evaluation must be addressed: 1) the information to be sought, 2) the nature of the evaluative effort, and 3) the evaluation process.

Turner (1973) identified four domains into which evaluative information may be classified: 1) section, 2) training, 3) placement, and 4) work success. Furthermore, he suggested that various relationships may exist among these domains for purposes of research into teacher education. Stufflebeam identified the types of evaluation to be considered for inclusion in an evaluation model as including: 1) context, 2) input, 3) process, and 4) product (Stufflebeam, et al, 1971).

Metfessel and Michael described a paradigm for treating program evaluation. The authors outlined eight phases in evaluating programs: 1) personnel involvement including individuals directly and indirectly concerned with the program, 2) structuring of a cohesive model including goals and objectives, 3) generation of objectives into a usable form, 4) instrument development for assessment, 5) use of periodic observations, 6) data analysis, 7) data interpretation, the development of conclusions, and 8) development of recommendations for future decisions (Metfessel and Michael, 1967, pp. 270 & 271).

Hillison and Bird (1973) developed and field tested a model solely for the purpose of evaluating vocational teacher education programs. These authors established an evaluation system consisting of four components: 1) existing situation, 2) resources available, 3) process evaluation, and 4) product evaluation.

LaSell and others (1972) developed and field tested an approach to evaluating in-service vocational teacher education which included instructions and data collection instruments for responses from various groups. Berty (1973) devised an evaluation instrument for evaluating teacher education centers in West Virginia. Popham (1973) approached pre-service and in-service teacher education evaluation by devising a teaching performance test and an interest rating scale. The undergraduate vocational teacher education programs in Rhode Island were evaluated by Prull and Very (1968) by questioning graduates and faculty. The effectiveness of two types of in-service vocational teacher education in Mississippi (state-conducted versus institution-conducted) were evaluated by Handley and Shill (1973) using the Assessment of In-Service Teacher Education Scale.

More diversified approaches to teacher education evaluation have also been utilized. Ptacek (1972) attempted to identify inadequacies in home economics education in three Utah universities by collecting data from senior students, cooperating teachers, and practicing teachers on four separate scales. Adomatis (1975) followed-up Indiana University home economics graduates by using a questionnaire and selected personal interviews. A western Kentucky university (Adams, 1972) study proposed to utilize five types of instruments in teacher education evaluation: 1) questionnaire, 2) personality scale, 3) rating scale, 4) direct observation, and 5) student transcripts.

An additional important source of instrumentation information are the Standards for Accreditation of Teacher Education published by the

National Council for Accreditation of Teacher Education. NCATE standards provide guidelines relating to curricula, faculty, students, resources and facilities, and evaluation. It is one of the few documents which treats process criteria and in addition provides a methodology for gathering process data.

The Review and Synthesis of Research in Vocational Teacher Education (Peterson, 1973) identified the need for research efforts focusing on 1) an analysis of competencies needed within the broad and specific fields of vocational teacher education, 2) an assessment of potential sources of teachers, 3) recruitment of vocational teachers, 4) better teacher preparation programs, 5) providing guidelines for counseling students in vocational education, and 6) evaluations on program effectiveness. It would appear that the project included four of the six areas identified as needing research in vocational teacher education.

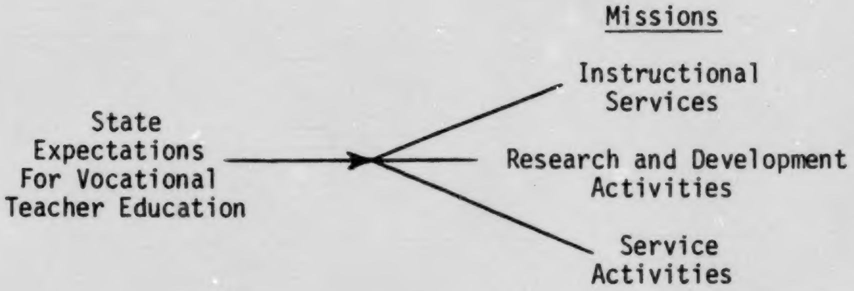
A comprehensive model for the evaluation of vocational teacher education must necessarily consider the domains of information, the types of evaluation, and the steps in the evaluation process.

The precedent for a model for the evaluation of vocational teacher education evolves from the historical perspective that mandates that vocational teacher education is a function of the state. Institutionally-based teacher education has its roots in state constitutions establishing the common school systems and the recognition of state universities, normal colleges, and land grant colleges. In vocational education it will be recalled that beginning with the Smith-Hughes Act state plans have been required to provide for vocational teacher education. More importantly, it can be noted that general authorization for teacher education activities resides at the state level and is delegated to institutions to provide teacher education services. Thus it can be argued that vocational teacher education is a statewide concern and that the state will provide for needed vocational teacher education services without regard to particular institutions or agencies.

Rationale for the Model

The model presented herein is built upon the premise that the primary delivery system for vocational education professional development has been the public institutions of higher education. Therefore, an evaluation of vocational teacher education services should be directed at that primary delivery system, or the state institutions of higher education.

Furthermore, it is assumed that a model encompassing a state's vocational teacher education activities should be comprehensive in nature and inclusive of the major expectations for vocational teacher education services. For example, teacher education personnel are frequently involved in curriculum development projects or in service on state level committees. They are expected to assist professional organizations, contribute to professional literature, and serve on evaluation panels. Such activities are a part of the expectations for teacher education personnel, just as is instruction at the pre-service, in-service, and advanced graduate levels. A logical extension of these expectations should be their inclusion in the evaluation model for vocational teacher education. More specifically, the classification of vocational teacher education expectations may be conceived as follows:


Missions
State Expectations For Vocational Teacher Education
Instructional Services
Research and Development Activities
Service Activities

A model for the evaluation of vocational teacher evaluation, then must be 1) state-wide, 2) based upon the delivery system, 3) inclusive of the major missions of vocational teacher education, and 4) based upon expectations for vocational professional development. The application of such a model will yield an analysis of the strengths and weaknesses of the state's total professional development effort for the purpose of improvement of professional development services. The model described in the following paragraphs is the result of a project funded by the Indiana State Board of Vocational and Technical Education to Purdue and Indiana Universities entitled, "Generalizable Evaluation Model for Vocational Teacher Education Programs in Indiana." The model development project was linear and sequential. Each of the steps described here were validated through an advisory committee representing 1) program area interests at the several institutions and 2) users of professional development services with input from the State Board of Vocational and Technical Education Staff.

The Working Model

Given the three major mission areas of vocational teacher education, model formulation then dictates the development of a workable classification scheme which, when viewed in its entirety, will represent the totality of the state's professional development effort (See Appendix). To operationalize the model the missions must be sub-divided into finite units.

Each of the three mission areas are described in terms of inclusive goal statements, or functions, within each mission area. The sum of the goal statements for each of the mission areas constitutes all the expectations the state has for the particular mission area.

Of particular note in the design of the model is the basic assumption that while all mission areas will be evident to some extent in all the institutions in the delivery system, not all institutions will necessarily subscribe to all the goal statements. Stated another way, within a state all goal statements will be reflected in one or more institutions; however, not all institutions must perform the same functions or fulfill the same goals.

In order to describe the goal statements in terms of specific outcomes, objectives are developed. The objectives are descriptions of what the vocational teacher education program will do in achieving a particular goal or in performing a particular function. Multiple objectives are, therefore, necessary for each goal statement. Once an institution has subscribed to or been assigned a particular goal, it is then assumed that it is responsible for meeting all objectives which describe that goal.

Operationalization of the objectives in measurable terms is provided through process and product criteria which specify the basic components of an objective. Measurement of the degree to which criteria have been met will determine the degree to which an objective has been accomplished. Process criteria are indices of activities that occur during the accomplishment of a particular objective. Product criteria, on the other hand, are indices in evidence at the conclusion of a particular activity. Obviously, assessment will be applied to all the criteria contained within an objective.

In summary, there now exists a comprehensive state-wide model for the evaluation of vocational teacher education programs. A working model, based on three major mission areas of vocational teacher education, includes the goals, objectives, and criteria which will enable a state to evaluate its total vocational teacher education effort as delivered through institutions of higher education.

Instrument Development

The instruments contained in this manual were developed to encompass all the criteria statements contained in the model. In other words, at least one item within at least one of the instruments addresses each of the criteria. Because of the complexity of certain criteria sometimes it was necessary to develop more than one item for each criteria. Furthermore, since some criteria may be assessed by more than one population, items identified for a given criteria may appear in more than one instrument. All items, regardless of the instrument in which they appear, are directed toward specified criteria, objectives, goals, and mission areas.

The instruments are divided into two broad categories which correspond to the categories of criteria; i.e., process and product.

Process criteria, which pertain to activities essentially accomplished during the teacher education process, were converted into items incorporated in a self-study instrument. Product criteria, which relate to teacher education program outcomes, were converted into items for several instruments to be directed to external target populations, including graduates, employers, and user groups.

The technique for generating items to meet the criteria necessitated the division of the goals within the mission areas into the two institutional project staffs. The respective staffs then divided the criteria into process, product, and combination criteria. Items were developed for each process and product aspects. The items were then verified for their congruence with the criteria by the project staff of the other institution. The latter project staff also reviewed the items for clarity and terminology. The resulting items, placed in instruments, are contained in this document.

Implementation Plan

Implementation of the evaluation model will provide a comprehensive profile of the professional development program conducted state-wide by the four state universities engaged in the vocational teacher education-related activities. The profile will project a state-of-the-art concerning programs in describing state strengths, weaknesses, overlaps, and gaps.

To be successful, implementation must be made on a state-wide basis since the several institutions differ significantly in their missions, goals, organization, and procedures. Each institution has a rich history of service to Indiana Vocational Teacher Education and implementation of this model should in no way dimish, dismantle, or destroy the vocational teacher education programs that have evolved in the institutions over the years. Implementation should focus on strengthening the total vocational teacher education programs delivered throughout the state. Implementation should ultimately result in more effective deployment of resources, both institutional and outside, in support of vocational education professional development in Indiana. For implementation to be successful, three factors must be present within each of the state institutions, the State Board of Vocational and Technical Education and the Commission for Higher Education.

First, there must be commitment of the parties involved to the notion of evaluation. This commitment means that the institutions and the state agencies subscribe to the idea of evaluation and to the concept that the outcomes of evaluation will have a positive effect on the subject being evaluated. It also implies that the several institutions and agencies will devote necessary resources to implementing the evaluation system. Most certainly, comprehensive evaluation suggested in this model will involve expenditures in the form of administrative, faculty, and clerical time as well as supplies and materials.

The second necessary factor is the concurrance of all involved that the purpose and outcomes of implementation of the evaluation model will be program improvement. Institutions are composed of individuals who are protective of what they have done and what they are currently doing. From the outset, implementation of the model must necessarily emphasize aggregate information that could result in recommendations for the most appropriate allocation of human and fiscal resources in vocational education professional development. It should also be emphasized that the results should offer new challenges to those currently engaged in conveying vocational teacher education programs. Finally, it should be noted that the results of the evaluation undertaking may still not explain unique aspects of every vocational teacher education activity in every institution. At the conclusion of the gathering of data, there will be the opportunity for individual faculty or units to explain discrepancies between the data and the actual functioning of that program or unit.

The third factor is communication and involvement. It is of the utmost importance that communications among faculty, administrators, and state agency personnel be open at each decision point throughout the evaluation process. Throughout the implementation process, all parties concerned must be aware of what is occurring, why it is occurring, and the results or outcomes. For example, the faculty member should know what information is being sought from program graduates, why they are being asked to supply information, and what the information is that has been supplied. To increase communications and involvement, it is assumed that various ad hoc committees would be established within departments, across departments, and across institutions for various purposes. In essence then, while it is recognized that not everyone involved in vocational teacher education can be expected to endorse the process enthusiastically, it is believed that communications and involvement will minimize the threat to individuals and departments opposed to the notion of evaluation and reduce areas of possible conflict and friction.

A suggested step-by-step procedure for implementation of the evaluation model is as follows:

- I. Implementation Decision
  - A. Inform parties of decision to implement model
    - 1. State Board of Vocational and Technical Education
    - 2. Commission for Higher Education
    - 3. Institutions
      - a. Central administration
      - b. Affected deans
      - c. Departments
      - d. Faculty
  - B. Establish timetable by considering
    - 1. Workloads
    - 2. Availability of personnel and resources
    - 3. Time of year
    - 4. Desired completion date
  - C. Determining needed resources
    - 1. Personnel
    - 2. Supplies
    - 3. Consultants
    - 4. Panel members (Implementation & Monitoring Committee)
  - D. Select institutional representative considering following criteria (2 per institution)
    - 1. Knowledge of institutional operation
    - 2. Knowledge of operation of all programs
    - 3. Acceptance by faculty
    - 4. Acceptance by state agencies
  - E. Select Blue Ribbon Panel to include
    - 1. Institutional representative representing
      - a. Administration
      - b. Faculty
    - 2. State Board staff
    - 3. Commission for Higher Education staff
    - 4. Evaluation experts (1 minimum)
    - 5. Vocational education experts (1 minimum from outside)

II. Goal Determination

A. Convene faculty from each institution with State Board of Vocational and Technical Education representative

1. Review goals
2. Discuss impact of inclusion or non-inclusion of goals
3. Select goals to be assessed

B. Report goals to Implementation and Monitoring Committee

C. Compile comprehensive state-wide list of goals to be assessed

D. Clarify and negotiate as necessary

III. Data Collection

A. Assign data collection tasks to appropriate persons within institutions

B. Convene departmental representatives to respond to process instruments

C. Compile data in institutional report

D. Submit raw data and institutional data to Implementation and Monitoring Committee

IV. Date Treatment (by Implementation and Monitoring Committee of its designee)

A. Synthesize aggregate data into tabular form according to

1. Process items
2. Product items
3. Process and product items when both are collected for given items

B. Assemble institutional and aggregate data for analysis

V. Blue Ribbon Panel

A. Convene panel and distribute information

B. Provide instructions for individual review

1. Review goals
2. Review activities to date
3. Establish timetable

C. Reconvene panel

1. Analyze and interpret data
2. Develop tentative findings and conclusions
3. Consider additional information or explanations supplied by institutions

D. Report findings, conclusions, and recommendations to institutions, SBVTE, and CHE

VI. Implementation and Monitoring Committee

A. Discuss panel report

B. Develop strategies for improving vocational professional development

C. Discuss resource allocation

D. Plan on-going evaluation effort

VII. Program Improvement Actions

A. Make agreed upon changes by institution with concurrance of SBVTE and CHE

B. Allocate resources as necessary

C. Evaluate changes made in accordance with state-wide effort

Instrument Utilization

The instruments generated by the model for the evaluation of teacher education are designed for use in the state-wide implementation plan. While each instrument can be used singly, it is recommended that when this is done specific reference is made to the particular criteria, objecitves, goals, and missions to which the items refer are reviewed for interpretation.

When the instruments are utilized as a part of the total implementation plan, several considerations and cautions are in order. First, it is likely that some instruments may need to be revised in terms of format. For example, when surveying graduates of particular programs, it is more likely that these individuals will respond to an instrument that is identified with their particular teaching speciality and their home institution as opposed to the general vocational statements titling the current instruments. However, when such revisions are undertaken, it is most important that the numbering and sequence be maintained for ultimate inclusion in state-wide data. This caution pertains to any recopying of the instruments in the manual. It should also be noted that no item on an instrument should be omitted unless the item is a part of a goal that was excluded from the particular institution. Readers will recall that once a goal is accepted by an institution, then all objectives and criteria, (hence items) apply to that goal and that institution.

Second, when the implementation plan is undertaken by an institution, an early decision must be a timetable because of the multiple sources of data which will be compiled. Ample time should be allowed for such activities as convening appropriate faculty for self-study activities and surveying (with necessary follow-ups) the several product-related groups. A carefully conceived timeline with necessary administrative procedures and resources needs to be allocated to instrument utilization.

Third, careful review needs to be made of the total instrument package in order to maximize its results. For example, since identical items appear in various instruments, due to the several goals, interesting cross comparisons are possible. For instance, it is possible to compare admissions practices or recruitment among pre-service, in-service, administrator training, and graduate studies programs. Strengths and weaknesses can be revealed and appropriate decisions made. These kinds of comparisons are not possible if they are not planned in advance.

Fourth, the criteria and ultimately the items for the instruments were developed as specifically as possible. Nevertheless, a reviewer of the items will note that some value judgments are called for. The project staff felt that it was both impossible and undesirable to eliminate all value judgments. Thus, it is important for every one completing an instrument to understand that the instruments are largely based upon informed perceptions of individuals. The accuracy of the results, then, are dependent upon the integrity and the intellect of those completing the instruments. The project staff did not feel this would be a limiting factor since all the groups responding to the instruments are considered to be professional.

Fifth, the developers of the instruments have recognized that certain items within given instruments may be perceived as not applicable. The overriding requirement that the model components and the attending instrument items mandated wording the items in a fashion which would be generally applicable to all programs. Thus, it is possible that the intent of certain items within certain instruments are clouded due to the generalization necessary. Two cautions are warranted at this point. First, respondents should be directed to specify the reason why a given item on an instrument does not apply. These directions are so indicated on the instructions for each instrument. Second, if an institution feels that a given item is unclear for their particular population, then that institution should contact one of the project staff members in order to clarify the necessary rewording.

In summary, the instruments were developed carefully in accordance with the stated criteria, objectives, goals, and missions of the evaluation model. It is recognized that in order to generalize to state-wide comprehensive vocational education, the subtleties of particular programs within given institutions may be clouded. Thus, the format and display of the various instruments may be altered to meet the needs of given institutions and programs. However, such changes should be made only after consultation with the institution representatives, State Board representatives, and project staff in order to insure that comparable data will be incorporated into the total implementation effort.

Utilization of the Process Instrument

The process instrument is a self-study instrument which is to be completed by a faculty involved in the several vocational teacher education activities at a given institution. The total instrument encompasses all of the mission areas and goals which could be applied to an institution. However, it should be recalled that institutions will select the mission areas and goals upon which they will be evaluated. Therefore, only those sections of the instrument package which pertain to the appropriate missions and goals selected by an institution should be utilized in the self-study process. For example, if an institution does not involve itself in leadership development activities, then those items within that section of the instrument pertaining to leadership development activities should be deleted from the self-study process. Similarly, if an institution does not engage in basic and applied research, then that section of the instrument package should be deleted from the self-study process. In other words, only those sections which pertain to the goals that an institution claims should be included in an institution's self-study process.

In accordance with the implementation plan, the recommended procedure for completing the self-study process items involves convening the faculty of the various vocational teacher education programs within an institution. This group should discuss each item as it pertains to the various programs within the institution. An instrument should be completed for each identifiable program within that institution. In other words, when an institution has home economics education and distributive education as pre-service programs, these separate programs should be so identified by separate responses. In this way, total state-wide data can be compiled for the various institutional programs. On the other hand, when an institution combines its several faculties for program purposes, such as administrator training, then the institutional response should be in the aggregate.

Utilization of Product Instruments

Eleven separate product-related instruments are included for consideration. These instruments are designed to be submitted to individuals outside the institution, such as persons trained at various levels, users of research and development products, and recipients of vocational teacher education service activities. It should be noted that these instruments are classified according to the three major mission areas. It is also important to note that the classification of the instruments as product-related instruments refers to the source of solicitation of response, rather than the specific nature of the items within each of the instruments. For example, program graduates may be asked about the nature of their training in the program, which is a process item, but since the respondents are outcomes of the program, the items and the instrument have been classified as product in nature. The specific instruments included in the product instrument section are listed below:

1. Self-Study Process Instrument
2. Instruction - Pre-service
3. Instruction - In-service
4. Instruction - Graduate Studies
5. Instruction - Administration
6. Research and Development - Faculty
7. Research and Development - Students/Graduates
8. Research and Development - Target Audiences
9. Local Education Agency Administrators
10. State Groups or Agencies
11. National Groups or Agencies
12. Non-Vocational Education Personnel

By examining the various instruments, one can note that most use the same scaling arrangement as is used in the process instrument. For these instruments a cover page of instructions is included. Obviously, institutions would need to attach an appropriate cover letter to the instrument and instructions. The remaining instruments are stimulus items which can be included in a general letter of inquiry to the particular target audience. For example, an institution could write to the executive officer of a national association and inquire as to that organization's perception of the services rendered by the vocational teacher education faculty of the institution. Obviously, the information received from these responses would not be treated in the same fashion as that received from the other instruments.

Again, it is important to keep in mind that variations in the wording of the items in the instruments will limit the comparability of data received both intra- and inter-institutional. Utilized in their intended format, the instruments can yield exceptionally interesting comparisons between and among process and product items as well as target audiences.

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VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

Directions for Usage

The attached instrument is designed to provide data relative to missions, goals and objectives of Vocational Teacher Education. The questions are categorized in major headings within each major goal area. The response to each question is to be recorded on a 1-2-3-4 scale according to the following code:

Level 1:	EXCELLENT; very well done
Level 2:	SATISFACTORILY; adequate
Level 3:	IMPROVEMENT NEEDED; weakness is of a less serious nature than those coded Level 4
Level 4:	MAJOR IMPROVEMENTS NEEDED; some weakness of crucial nature

In addition to the above scale some questions in the instrument package require a simple yes or no response. In these cases, Level 1 is equal to a "yes" response and Level 4 is equal to a "no" response.

Whenever the word faculty appears, it refers to ALL faculty in professional vocational education.

- -

Program Area ______________________ Institution ______________

Person Completing Form ______________________________________

Address and Phone Number ____________________________________

____

GOAL A: TO PROVIDE PRE-SERVICE VOCATIONAL TEACHER EDUCATION PROGRAMS WHICH ARE RECOGNIZED BY THE STATE BOARD OF VOCATIONAL AND TECHNICAL EDUCATION.

SECTION 1: FACULTY QUALIFICATIONS

1.1 To what degree is faculty certified in vocational program area if certification is available

Comment: ______________________________

______________________________ 1 2 3 4

1.2 To what degree is faculty active in appropriate vocational education professional organizations

Comment: ______________________________

______________________________ 1 2 3 4

1.3 To what degree is faculty recognized as qualified by experts at other institutions

Comment: ______________________________

______________________________ 1 2 3 4

1.4 To what degree is faculty teaching conditional certification courses equally qualified as faculty teaching credit courses and degree programs

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

IS QUALIFIED FACULTY PROVIDED?

○ *Yes* ○ *No*

SECTION 2: CURRICULUM

2.1 To what degree is the listing of programs which meet state certification requirements available

Comment: ______________________________

______________________________ 1 2 3 4

2.2 To what degree is curriculum flexible to meet state certification requirements

Comment: ______________________________
______________________________________ [1 2 3 4]

2.3 To what degree is faculty up-to-date on current state certification requirements

Comment: ______________________________
______________________________________ [1 2 3 4]

2.4 Is pre-service vocational teacher education program approved by Teacher Training and Licensing Commission

Comment: ______________________________
______________________________________ [1 2 3 4]

2.5 To what degree are curriculum advisory committees utilized

Comment: ______________________________
______________________________________ [1 2 3 4]

SUMMARY:

IS CURRICULUM OFFERED WHICH MEETS STATE CERTIFICATION REQUIREMENTS?

○ *Yes* ○ *No*

SECTION 3: INSTRUCTIONAL FACILITIES

3.1 To what degree are classroom facilities sufficient for experiences necessary to meet program objectives

Comment: ______________________________
______________________________________ [1 2 3 4]

3.2 To what degree are laboratory facilities sufficient for experiences to meet program objectives

Comment: ______________________________
______________________________________ [1 2 3 4]

SUMMARY:

ARE INSTRUCTIONAL FACILITIES PROVIDED WHICH ARE COMPARABLE TO OR EXCEED THOSE FOUND IN PUBLIC SCHOOLS IN INDIANA?

○ *Yes* ○ *No*

SECTION 4: INSTRUCTIONAL EQUIPMENT

4.1 To what degree is classroom instructional equipment sufficient for experiences to meet program objectives

Comment: ______________________________

1 2 3 4

4.2 To what degree is laboratory instructional equipment sufficient for experiences to meet program objectives

Comment: ______________________________

1 2 3 4

SUMMARY:

IS INSTRUCTIONAL EQUIPMENT PROVIDED TO TEACH IDENTIFIED SKILLS AND KNOWLEDGE?

○ Yes ○ No

SECTION 5: INSTRUCTIONAL SUPPORT SERVICES

5.1 To what degree is office space available to support instructional program.

Comment: ______________________________

1 2 3 4

5.2 To what degree is office equipment available to support instructional program

Comment: ______________________________

1 2 3 4

5.3 To what degree is non-professional instructional staff adequate

Comment: ______________________________

1 2 3 4

5.4 To what degree is non-instructional staff sufficient to support instructional program

Comment: ______________________________

1 2 3 4

5.5 To what degree is supply and expense budget adequate for instructional program

Comment: ____________________

1 2 3 4

SUMMARY:

ARE INSTRUCTIONAL SUPPORT SERVICES PROVIDED FOR VOCATIONAL TEACHER EDUCATION PERSONNEL?

○ Yes ○ No

SECTION 6: INSTRUCTIONAL METHODS

6.1 To what degree is variety of appropriate in-class experiences included

Comment: ____________________

1 2 3 4

6.2 Is student-teaching experience provided in vocational area

Comment: ____________________

1 2 3 4

6.3 Is supervision of student-teaching in vocational area provided

Comment: ____________________

1 2 3 4

6.4 Is supervised early field experience provided in vocational area

Comment: ____________________

1 2 3 4

6.5 Is follow-up consultation provided for early field experience

Comment: ____________________

1 2 3 4

6.6 Is follow-up consultation provided for post student-teaching

Comment: ____________________

1 2 3 4

6.7 To what degree is student acquisition of methodological skills evident

Comment: ____________________

____________________ 1 2 3 4

SUMMARY:

> *IS INSTRUCTION PROVIDED THROUGH METHODS WHICH PREPARE STUDENTS TO BECOME VOCATIONAL INSTRUCTORS?*
>
> ○ *Yes* ○ *No*

SECTION 7: INSTRUCTIONAL CONTENT

7.1 To what degree does instructional content reflect current trends

Comment: ____________________

____________________ 1 2 3 4

7.2 To what degree is instructional content based upon identified professional and technical needs of vocational area

Comment: ____________________

____________________ 1 2 3 4

7.3 To what degree is student acquisition of curriculum content evident

Comment: ____________________

____________________ 1 2 3 4

7.4 Are courses of study on file for certification purposes

Comment: ____________________

____________________ 1 2 3 4

7.5 To what degree is content of certification courses based upon empirically identified competencies

Comment: ____________________

____________________ 1 2 3 4

SUMMARY:

> *IS INSTRUCTION PROVIDED THROUGH CONTENT WHICH PREPARES STUDENTS TO BECOME VOCATIONAL INSTRUCTORS?*
>
> ○ *Yes* ○ *No*

SECTION 8: PLACEMENT AND FOLLOW-UP

8.1 Is teacher placement service provided

Comment:

1 2 3 4

8.2 To what degree does teacher placement service utilize expertise of vocational teacher education faculty

Comment:

1 2 3 4

8.3 Are credentials maintained by placement service

Comment:

1 2 3 4

8.4 Does the placement service maintain a record of graduate's employment histories

Comment:

1 2 3 4

8.5 To what degree is planned consultation provided first and second year teachers

Comment:

1 2 3 4

SUMMARY:

ARE PLACEMENT AND FOLLOW-UP SERVICES PROVIDED?

○ Yes *○ No*

SECTION 9: ADMISSIONS CRITERIA

9.1 To what degree is admissions criteria used to counsel students into vocational education programs

Comment:

1 2 3 4

9.2 Are admissions criteria available to students and staff

Comment:

1 2 3 4

SUMMARY:

IS UNIVERSITY AND/OR VOCATIONAL TEACHER EDUCATION ADMISSION CRITERIA UTILIZED?

○ Yes ○ No

SECTION 10: GUIDANCE SERVICES

10.1 To what degree are guidance services perceived by faculty as its responsibility

Comment: ______________________

1 2 3 4

10.2 To what degree is vocational faculty responsible for guidance

Comment: ______________________

1 2 3 4

10.3 To what degree are guidance services available to students during vocational teacher education program

Comment: ______________________

1 2 3 4

10.4 To what degree is faculty accessible for instructional consultation with students

Comment: ______________________

1 2 3 4

10.5 To what degree is faculty providing academic advisement to vocational teacher education majors

Comment: ______________________

1 2 3 4

SUMMARY:

ARE GUIDANCE SERVICES THROUGHOUT STUDENTS' PERIOD OF STUDY PROVIDED?

○ Yes ○ No

SECTION 11: EVALUATION OF TEACHER EDUCATION PROGRAM

11.1 To what degree is formative evaluation utilized

Comment: ____________________

____________________ 1 2 3 4

11.2 To what degree is summative evaluation utilized

Comment: ____________________

____________________ 1 2 3 4

11.3 To what degree is program alteration based upon evaluation

Comment: ____________________

____________________ 1 2 3 4

SUMMARY:

IS SELF EVALUATION UTILIZED?

○ *Yes* ○ *No*

SECTION 12: LIBRARY RESOURCES

12.1 Are inter-library loan facilities available to students

Comment: ____________________

____________________ 1 2 3 4

12.2 To what degree do library resources respond to needs of pre-service vocational teacher education programs

Comment: ____________________

____________________ 1 2 3 4

12.3 Is a plan in existance whereby faculty has input into library acquisitions?

Comment: ____________________

____________________ 1 2 3 4

12.4 To what degree is list of library resources related to vocational teacher education available

Comment: ____________________

____________________ 1 2 3 4

SUMMARY:

ARE LIBRARY RESOURCES PROVIDED?

○ *Yes* ○ *No*

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

Directions for Usage

The attached instrument is designed to provide data relative to missions, goals and objectives of Vocational Teacher Education. The questions are categorized in major headings within each major goal area. The response to each question is to be recorded on a 1-2-3-4 scale according to the following code:

Level 1:	EXCELLENT; very well done
Level 2:	SATISFACTORILY; adequate
Level 3:	IMPROVEMENT NEEDED; weakness is of a less serious nature than those coded Level 4
Level 4:	MAJOR IMPROVEMENTS NEEDED; some weakness of crucial nature

In addition to the above scale some questions in the instrument package require a simple yes or no response. In these cases, Level 1 is equal to a "yes" response and Level 4 is equal to a "no" response.

Whenever the word faculty appears, it refers to ALL faculty in professional vocational education.

- -

Program Area ______________________ Institution ______________

Person Completing Form ______________________________

Address and Phone Number ______________________________

____

GOAL B: TO PROVIDE COMPREHENSIVE IN-SERVICE EXPERIENCES FOR VOCATIONAL TEACHER EDUCATION PERSONNEL AND OTHERS WHO HAVE IDENTIFIED A REASON AND CAN BENEFIT FROM INSTRUCTION IN VOCATIONAL EDUCATION.

SECTION 1: FACULTY QUALIFICATIONS

1.1 To what degree is faculty certified in appropriate vocational program area

Comment: ______________________________

______________________________ 1 2 3 4

1.2 To what degree are appropriate terminal degrees held by faculty

Comment: ______________________________

______________________________ 1 2 3 4

1.3 To what degree does faculty participate in appropriate vocational education professional organizations

Comment: ______________________________

______________________________ 1 2 3 4

1.4 To what degree is faculty active in trend-related professional activities

Comment: ______________________________

______________________________ 1 2 3 4

1.5 To what degree is faculty recognized as qualified by professional peers outside institution

Comment: ______________________________

______________________________ 1 2 3 4

1.6 To what degree is faculty experienced in field in which certification is held

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

IS QUALIFIED FACULTY PROVIDED?

○ Yes ○ No

SECTION 2: CURRICULUM

2.1 Is list of state certification requirement available

Comment: ____________________
____

1 2 3 4

2.2 To what degree is curriculum flexible to meet requirement changes

Comment: ____________________
____

1 2 3 4

2.3 To what degree is faculty up-to-date on current requirements

Comment: ____________________
____

1 2 3 4

2.4 To what degree is curriculum advisory committee utilized

Comment: ____________________
____

1 2 3 4

SUMMARY:

IS CURRICULUM OFFERED WHICH MEETS STATE CERTIFICATION REQUIREMENTS?

○ *Yes* ○ *No*

SECTION 3: TECHNICAL CREDIT OFFERINGS

3.1 To what degree are credit courses designed to improve technical skills of vocational teacher personnel

Comment: ____________________
____

1 2 3 4

3.2 To what degree are credit courses designed to improve technical knowledge of vocational teacher personnel

Comment: ____________________
____

1 2 3 4

3.3 To what degree are credit courses for improvement of technical skills and knowledge offered at times convenient for LEA personnel

Comment: ____________________
____

1 2 3 4

3.4 To what degree is content of credit courses for improvement of technical skills and knowledge based on needs-assessment of LEA personnel

Comment: ______________________________

______________________________ 1 2 3 4

3.5 To what degree are instructional resources for improvement of technical skills and knowledge provided for field-oriented credit work

Comment: ______________________________

______________________________ 1 2 3 4

3.6 To what degree is participant improvement of technical skills evident

Comment: ______________________________

______________________________ 1 2 3 4

3.7 To what degree is participant improvement of technical knowledge evident

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

ARE CREDIT COURSES PROVIDED FOR IMPROVEMENT OF TECHNICAL SKILLS AND KNOWLEDGE OF VOCATIONAL PERSONNEL?

○ Yes ○ No

SECTION 4: PROFESSIONAL CREDIT OFFERINGS

4.1 To what degree are credit courses designed to improve professional skills of vocational teacher personnel

Comment: ______________________________

______________________________ 1 2 3 4

4.2 To what degree are credit courses designed to improve professional knowledge of vocational personnel

Comment: ______________________________

______________________________ 1 2 3 4

4.3 To what degree are credit courses for improvement of professional skills and knowledge offered at times convenient for LEA personnel

Comment: ______________________________

______________________________ 1 2 3 4

4.4 To what degree is content of credit courses for improvement of professional skills and knowledge based on needs-assessment of vocational teacher personnel

Comment:

1 2 3 4

4.5 To what degree are instructional resources for improvement of professional skills and knowledge provided for field-oriented credit work

Comment:

1 2 3 4

4.6 To what degree is participant improvement of professional skills evident

Comment:

1 2 3 4

4.7 To what degree is participant improvement of professional knowledge evident

Comment:

1 2 3 4

SUMMARY:

ARE CREDIT COURSES PROVIDED FOR IMPROVEMENT OF PROFESSIONAL SKILLS AND KNOWLEDGE OF VOCATIONAL PERSONNEL?

○ *Yes* ○ *No*

SECTION 5: TECHNICAL NON-CREDIT OFFERINGS

5.1 To what degree are non-credit experiences for improvement of technical skills and knowledge available which contain content to meet in-service needs of vocational teacher personnel

Comment:

1 2 3 4

5.2 To what degree is systematic approach for improvement of technical skills and knowledge utilized for providing students access to non-credit in-service education

Comment:

1 2 3 4

5.3 To what degree are non-credit courses and experiences for improvement of technical skills and knowledge offered at times convenient to participants

Comment: ______________________________

____

1 2 3 4

5.4 To what degree is content of in-service experiences for improvement of technical skills and knowledge based on needs-assessment of vocational personnel

Comment: ______________________________

____

1 2 3 4

5.5 To what degree are instructional resources for improvement of technical skills and knowledge provided for field-oriented in-service work

Comment: ______________________________

____

1 2 3 4

5.6 To what degree are in-service experiences for improvement of technical skills and knowledge taught by regular faculty

Comment: ______________________________

____

1 2 3 4

5.7 To what degree is improvement of participant technical skills evident

Comment: ______________________________

____

1 2 3 4

5.8 To what degree is improvement of participant technical knowledge evident

Comment: ______________________________

____

1 2 3 4

SUMMARY:

ARE NON-CREDIT COURSES AND/OR EXPERIENCES PROFIDED FOR IMPROVEMENT OF TECHNICAL SKILLS AND KNOWLEDGE OF VOCATIONAL PERSONNEL PROVIDED?

0 Yes *0 No*

SECTION 6: PROFESSIONAL NON-CREDIT OFFERINGS

6.1 To what degree are non-credit experiences for improvement of professional skills and knowledge available which contain content to meet in-service needs of vocational personnel

Comment:

1 2 3 4

6.2 To what degree is systematic approach for improvement of professional skills and knowledge utilized for providing student access to non-credit in-service education

Comment:

1 2 3 4

6.3 To what degree are non-credit courses and experiences for improvement of professional skills and knowledge offered at times convenient to participants

Comment:

1 2 3 4

6.4 To what degree is content of in-service experiences for improvement of professional skills and knowledge based on needs-assessment of vocational personnel

Comment:

1 2 3 4

6.5 To what degree are instructional resources for improvement of professional skills and knowledge provided for field-oriented in-service work

Comment:

1 2 3 4

6.6 To what degree are in-service experiences for improvement of professional skills and knowledge taught by regular vocational teacher education faculty

Comment:

1 2 3 4

6.7 To what degree is participant improvement of professional skills evident

Comment:

1 2 3 4

6.8 To what degree is participant improvement of professional knowledge evident

Comment: ____________________

1 2 3 4

SUMMARY:

ARE NON-CREDIT COURSES AND/OR EXPERIENCES FOR IMPROVEMENT OF PROFESSIONAL SKILLS AND KNOWLEDGE OF VOCATIONAL PERSONNEL?

○ Yes ○ No

SECTION 7: CONDITIONAL CERTIFICATION EXPERIENCE

7.1 To what degree are conditional certification activities available for providing professional skills

Comment: ____________________

1 2 3 4

7.2 To what degree are conditional certification activities based on needs-assessment program

Comment: ____________________

1 2 3 4

7.3 Are LEA's provided professional development services at their sites

Comment: ____________________

1 2 3 4

7.4 Are courses of study on file for conditional certification courses

Comment: ____________________

1 2 3 4

7.5 To what degree is content of conditional certification courses based on empirically identified competencies

Comment: ____________________

1 2 3 4

7.6 Are personnel records maintained for persons completing conditional certification courses

Comment: ____________________

1 2 3 4

7.7 To what degree are LEA administrators periodically asked to evaluate conditional certification experiences

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

ARE EXPERIENCES PROVIDED FOR CONDITIONED CERTIFICATION WHEN NECESSARY?

○ Yes ○ No

SECTION 8: NON-VOCATIONAL PERSONNEL EXPERIENCES

8.1 To what degree are vocational courses and activities accessable to non-vocational personnel

Comment: ______________________________

______________________________________ 1 2 3 4

8.2 To what degree are courses and/or activities designed for non-vocational personnel who wish basic knowledge of vocational education

Comment: ______________________________

______________________________________ 1 2 3 4

8.3 To what degree is program responsive to requests from non-vocational groups who desire vocational education assistance

Comment: ______________________________

______________________________________ 1 2 3 4

8.4 To what degree are recruiting techniques utilized to encourage participation of non-vocational personnel

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

ARE EXPERIENCES PROVIDED FOR INDIVIDUAL NOT ENGAGED IN VOCATIONAL EDUCATION?

○ Yes ○ No

SECTION 9: CERTIFICATE PROFESSIONALIZATION

9.1 Are state certification requirements for professionalization of vocational teaching certificate met by program

Comment: ______________________________

______________________________ 1 2 3 4

9.2 Is professionalization of vocational teaching certificates available within specific vocational program area?

Comment: ______________________________

______________________________ 1 2 3 4

9.3 To what degree is professionalization program devoted to improvement of teacher practices within specific vocational program area

Comment: ______________________________

______________________________ 1 2 3 4

9.4 To what degree is professionalization program designed to provide an understanding of comprehensive vocational education

Comment: ______________________________

______________________________ 1 2 3 4

9.5 To what degree is professionalization program established upon empirically derived competencies

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

IS PROGRAM PROVIDED FOR PROFESSIONALIZATION OF VOCATIONAL TEACHING CERTIFICATE?

○ Yes ○ No

SECTION 10: EVALUATION OF TEACHER EDUCATION PROGRAM

10.1 To what degree is formative evaluation utilized

Comment: ______________________________

______________________________ 1 2 3 4

10.2 To what degree is summative evaluation utilized

Comment: ______________________________

______________________________ 1 2 3 4

10.3 To what degree are procedures for alteration based on evaluation evident in program

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

IS SELF EVALUATION UTILIZED?

○ *Yes* ○ *No*

SECTION 11: LIBRARY RESOURCES

11.1 Are inter-library loan facilities available to students

Comment: ______________________________

______________________________ 1 2 3 4

11.2 To what degree are library resources responsive to needs of in-service vocational teacher education programs

Comment: ______________________________

______________________________ 1 2 3 4

11.3 Is a plan in existance whereby faculty has input into library acquisitions

Comment: ______________________________

______________________________ 1 2 3 4

11.4 To what degree is list of library resources related to vocational education available

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

ARE LIBRARY RESOURCES PROVIDED?

○ *Yes* ○ *No*

SECTION 12: INSTRUCTIONAL EQUIPMENT

12.1 To what degree is classroom instructional equipment sufficient for providing experiences necessary to meet program objectives

Comment: ______________________________

______________________________________ 1 2 3 4

12.2 To what degree is laboratory instructional equipment sufficient for providing experiences necessary to meet program objectives

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

IS INSTRUCTIONAL EQUIPMENT PROVIDED TO TEACH IDENTIFIED SKILLS AND KNOWLEDGE?

○ Yes ○ No

SECTION 13: INSTRUCTIONAL SUPPORT SERVICES

13.1 To what degree is adequate office space available to support instructional program

Comment: ______________________________

______________________________________ 1 2 3 4

13.2 To what degree is adequate equipment available to support instructional program

Comment: ______________________________

______________________________________ 1 2 3 4

13.3 To what degree is adequate non-professional instructional staff available to support instructional program

Comment: ______________________________

______________________________________ 1 2 3 4

13.4 To what degree is sufficient non-instructional staff available to support instructional program

Comment: ______________________________

______________________________________ 1 2 3 4

13.5 To what degree is adequate supply and expense budget in existance for instructional program

Comment: ______________________________

____________________________________ 1 2 3 4

SUMMARY:

ARE INSTRUCTIONAL SUPPORT SERVICES PROVIDED FOR VOCATIONAL TEACHER EDUCATION PERSONNEL?

○ Yes ○ No

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

Directions for Usage

The attached instrument is designed to provide data relative to missions, goals and objectives of Vocational Teacher Education. The questions are categorized in major headings within each major goal area. The response to each question is to be recorded on a 1-2-3-4 scale according to the following code:

Level 1:	EXCELLENT; very well done
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Level 3:	IMPROVEMENT NEEDED; weakness is of a less serious nature than those coded Level 4
Level 4:	MAJOR IMPROVEMENTS NEEDED; some weakness of crucial nature

In addition to the above scale some questions in the instrument package require a simple yes or no response. In these cases, Level 1 is equal to a "yes" response and Level 4 is equal to a "no" response.

Whenever the word faculty appears, it refers to ALL faculty in professional vocational education.

- -

Program Area ____________________ Institution ______________

Person Completing Form ______________________________

Address and Phone Number ____________________________

____

GOAL C: TO PROVIDE PROGRAMS FOR PREPARATION OF VOCATIONAL EDUCATION ADMINISTRATORS AND OTHER SUPPORT PERSONNEL.

SECTION 1: FACULTY QUALIFICATIONS

1.1 To what degree are personnel with administrative experience in vocational education included in faculty

Comment: ______________________________
______________________________________ 1 2 3 4

1.2 To what degree are certifiable personnel in vocational education administration included in faculty

Comment: ______________________________
______________________________________ 1 2 3 4

1.3 To what degree is faculty active in education administration professional organizations

Comment: ______________________________
______________________________________ 1 2 3 4

1.4 To what degree is faculty recognized as qualified by peers outside institution

Comment: ______________________________
______________________________________ 1 2 3 4

SUMMARY:

IS QUALIFIED FACULTY PROVIDED?
○ Yes ○ No

SECTION 2: CURRICULUM

2.1 Is list of state certification requirements available

Comment: ______________________________
______________________________________ 1 2 3 4

2.2 To what degree is curriculum flexible to meet requirement changes

Comment: ______________________________
______________________________________ 1 2 3 4

2.3 To what degree is faculty up-to-date on current requirements

Comment: ______________________________
______________________________________ 1 2 3 4

2.4 To what degree is vocational administration program approved by Teacher Training and Licensing Commission

Comment: ______________________________
______________________________________ 1 2 3 4

2.5 To what degree is curriculum developed jointly with department responsible for administrator education

Comment: ______________________________
______________________________________ 1 2 3 4

2.6 To what degree is curriculum advisor committee utilized

Comment: ______________________________
______________________________________ 1 2 3 4

SUMMARY:

IS CURRICULUM OFFERED WHICH MEETS STATE CERTIFICATION REQUIREMENTS?

○ Yes *○ No*

SECTION 3: INSTRUCTIONAL METHODS

3.1 To what degree are courses offered for operational planning and needs assessment, curriculum development, finance, program evaluation, and personnel

Comment: ______________________________
______________________________________ 1 2 3 4

3.2 To what degree is program established on basis of competencies or tasks in educational administration

Comment: ______________________________
______________________________________ 1 2 3 4

3.3 To what degree is input from local and state vocational administrators utilized in program development

Comment: ______________________________
______________________________________ 1 2 3 4

3.4 Is field experience provided for administrative training

Comment: ____________________________

____________________________ 1 2 3 4

SUMMARY:

IS INSTRUCTION PROVIDED THROUGH METHODS WHICH COVER FUNCTIONS OF EDUCATIONAL ADMINISTRATION AND PREPARE STUDENTS TO BECOME VOCATIONAL ADMINISTRATORS?

○ Yes ○ No

SECTION 4: LIBRARY RESOURCES

4.1 Are inter-library loan facilities available to students

Comment: ____________________________

____________________________ 1 2 3 4

4.2 To what degree is library responsive to graduate studies in vocational administration

Comment: ____________________________

____________________________ 1 2 3 4

4.3 Is
has input into library acquisitions

Comment: ____________________________

____________________________ 1 2 3 4

4.4 To what degree is list of library resources related to vocational administration available

Comment: ____________________________

____________________________ 1 2 3 4

SUMMARY:

ARE LIBRARY RESOURCES PROVIDED?

○ Yes ○ No

SECTION 5: ADMISSION CRITERIA

5.1 To what degree is admission criteria utilized to admit students into vocational administration programs

Comment: ______________________________

______________________________ 1 2 3 4

5.2 Are admission criteria accessible to applicants and faculty

Comment: ______________________________

______________________________ 1 2 3 4

5.3 To what degree are reasons documented when program deviates from stated admissions criteria

Comment: ______________________________

______________________________ 1 2 3 4

5.4 To what degree are recommendations from LEA administrators considered

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

ARE UNIVERSITY AND/OR VOCATIONAL TEACHER EDUCATION ADMISSION CRITERIA UTILIZED FOR VOCATIONAL ADMINISTRATION PROGRAMS?

○ *Yes* ○ *No*

SECTION 6: PLACEMENT AND FOLLOW-UP

6.1 Is administrative placement service provided

Comment: ______________________________

______________________________ 1 2 3 4

6.2 To what degree is administrative placement follow-up consultation provided

Comment: ______________________________

______________________________ 1 2 3 4

6.3 To what degree is expertise of program faculty utilized by placement service

Comment: ______________________________

______________________________ 1 2 3 4

6.4 Are files of persons completing administrative training program maintained

Comment: ____________________

____________________ 1 2 3 4

6.5 Is a file of current administrative openings in vocational education maintained by placement service

Comment: ____________________

____________________ 1 2 3 4

6.6 To what degree is follow-up assistance for beginning vocational administrators offered

Comment: ____________________

____________________ 1 2 3 4

SUMMARY:

ARE PLACEMENT AND FOLLOW-UP SERVICES OFFERED FOR PROGRAM GRADUATES?

○ Yes ○ No

SECTION 7: GUIDANCE SERVICES

7.1 To what degree are guidance services provided by faculty in vocational administration training program

Comment: ____________________

____________________ 1 2 3 4

7.2 To what degree are students aware of available guidance services

Comment: ____________________

____________________ 1 2 3 4

SUMMARY:

ARE GUIDANCE SERVICES PROVIDED?

○ Yes ○ No

SECTION 8: EVALUATION

8.1 To what degree is formative evaluation utilized

Comment: ____________________

____________________ 1 2 3 4

8.2 To what degree is summative evaluation utilized

Comment:

1 2 3 4

8.3 To what degree are procedures for alteration based on evaluation

Comment:

1 2 3 4

SUMMARY:

IS SELF EVALUATION UTILIZED?

○ Yes ○ No

SECTION 9: CERTIFICATE PROFESSIONALIZATION

9.1 To what degree are extension courses, evening courses, and summer classes offered to meet professionalization requirements

Comment:

1 2 3 4

9.2 To what degree is planned program in existance for professionalization of administrative certificate

Comment:

1 2 3 4

9.3 To what degree is professionalization program flexible to provide for individual needs

Comment:

1 2 3 4

9.4 To what degree is professionalization courses offered at times and locations convenient to vocational administrators

Comment:

1 2 3 4

9.5 To what degree are professionalization experiences offered at times and locations convenient to vocational administrators

Comment:

1 2 3 4

SUMMARY:

IS A PROGRAM PROVIDED FOR
PROFESSIONALIZATION OF
VOCATIONAL ADMINISTRATION CERTIFICATES?

○ *Yes* ○ *No*

SECTION 10: INSTRUCTIONAL EQUIPMENT

10.1 To what degree is classroom instructional equipment sufficient to provide experiences to meet program objectives

Comment: ______________________________

______________________________ 1 2 3 4

10.2 To what degree is laboratory instructional equipment sufficient to provide experiences to meet program objectives

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

IS INSTRUCTIONAL EQUIPMENT
PROVIDED TO TEACH IDENTIFIED
SKILLS AND KNOWLEDGE?

○ *Yes* ○ *No*

SECTION 11: INSTRUCTIONAL SUPPORT SERVICES

11.1 To what degree is office space available to support preparation program

Comment: ______________________________

______________________________ 1 2 3 4

11.2 To what degree is office equipment available to support preparation program

Comment: ______________________________

______________________________ 1 2 3 4

11.3 To what degree is non-professional instructional staff available to support preparation program

Comment: ______________________________

______________________________ 1 2 3 4

11.4 To what degree is non-instructional staff available to support preparation program

Comment: ______________________________

______________________________________ | 1 | 2 | 3 | 4 |

11.5 To what degree is supply and expense budget in existance for preparation program

Comment: ______________________________

______________________________________ | 1 | 2 | 3 | 4 |

SUMMARY:

ARE INSTRUCTIONAL SUPPORT SERVICES PROVIDED FOR VOCATIONAL TEACHER EDUCATION PERSONNEL?

○ Yes ○ No

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

Directions for Usage

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Level 4:	MAJOR IMPROVEMENTS NEEDED; some weakness of crucial nature

In addition to the above scale some questions in the instrument package require a simple yes or no response. In these cases, Level 1 is equal to a "yes" response and Level 4 is equal to a "no" response.

Whenever the word faculty appears, it refers to ALL faculty in professional vocational education.

- -

Program Area ______________________ Institution ____________

Person Completing Form ______________________________

Address and Phone Number ____________________________

____

GOAL D: TO PROVIDE GRADUATE STUDIES IN VOCATIONAL EDUCATION AND/OR RELATED VOCATIONAL DISCIPLINES.

SECTION 1: FACULTY QUALIFICATIONS

1.1 Does faculty exhibit expertise in research and development

Comment: ______________________

______________________ 1 2 3 4

1.2 To what degree is faculty certified in appropriate vocational program area if certification is available

Comment: ______________________

______________________ 1 2 3 4

1.3 To what degree is faculty recognized as qualified by Graduate School

Comment: ______________________

______________________ 1 2 3 4

1.4 To what degree is faculty active in appropriate vocational education professional organizations

Comment: ______________________

______________________ 1 2 3 4

SUMMARY:

IS FACULTY QUALIFIED TO DIRECT ADVANCED GRADUATE STUDIES?

○ *Yes* ○ *No*

SECTION 2: INSTRUCTIONAL METHODS

2.1 To what degree is variety of appropriate in-class experiences included

Comment: ______________________

______________________ 1 2 3 4

2.2 To what degree is student acquisition of methodological skills evident

Comment: ______________________

______________________ 1 2 3 4

2.3 Are supervised field experiences and supervision in vocational area provided

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

IS INSTRUCTION THROUGH METHODS WHICH LEAD TO GRADUATE DEGREE IN VOCATIONAL EDUCATION PROVIDED?

○ Yes ○ No

SECTION 3: INSTRUCTIONAL CONTENT

3.1 To what degree does instructional content reflect current trends

Comment: ______________________________

______________________________ 1 2 3 4

3.2 To what degree is instructional content based upon identified professional and technical needs of vocational specialty area

Comment: ______________________________

______________________________ 1 2 3 4

3.3 To what degree is student acquisition of curriculum content evident

Comment: ______________________________

______________________________ 1 2 3 4

3.4 To what degree are courses of study on file for certification courses

Comment: ______________________________

______________________________ 1 2 3 4

3.5 To what degree is content of certification courses based on empirically identified competencies

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

IS INSTRUCTION PROVIDED THROUGH CONTENT WHICH ENABLES STUDENT TO INCREASE IN VOCATIONAL EDUCATION KNOWLEDGE AND SKILLS?

○ Yes ○ No

SECTION 4: LEADERSHIP DEVELOPMENT

4.1 To what degree is variety of leadership learning experiences provided in graduate study program

Comment: ______________________________

______________________________________ 1 2 3 4

4.2 To what degree are resource personnel utilized in their area of expertise

Comment: ______________________________

______________________________________ 1 2 3 4

4.3 Is specialist program offered in vocational education

Comment: ______________________________

______________________________________ 1 2 3 4

4.4 Is doctoral program offered in vocational education

Comment: ______________________________

______________________________________ 1 2 3 4

4.5 Are programs of study individually designed

Comment: ______________________________

______________________________________ 1 2 3 4

4.6 To what degree are advanced graduate programs responsible for development of leadership skills

Comment: ______________________________

______________________________________ 1 2 3 4

4.7 To what degree are advanced programs accomodative of persons having career goals in administration and higher education

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

IS PROGRAM PROVIDED FOR PREPARING LEADERSHIP PERSONNEL FOR VOCATIONAL EDUCATION?

○ *Yes* ○ *No*

SECTION 5: ADMISSION CRITERIA

5.1 To what degree is admission criteria utilized to guide applicants into advanced graduate study

Comment: ______________________________

____

1	2	3	4

5.2 Are admission criteria available to applicants and faculty

Comment: ______________________________

____

1	2	3	4

SUMMARY:

ARE UNIVERSITY AND/OR VOCATIONAL TEACHER EDUCATION ADMISSIONS UTILIZED FOR ADVANCED GRADUATE STUDIES?

○ *Yes* ○ *No*

SECTION 6: RESEARCH AND DEVELOPMENT EXPERIENCES

6.1 Is approved research dissertation and/or thesis required for graduation

Comment: ______________________________

____

1	2	3	4

6.2 To what degree are seminars provided

Comment: ______________________________

____

1	2	3	4

6.3 To what degree are opportunities for review of research provided

Comment: ______________________________

____

1	2	3	4

6.4 To what degree are opportunities for developmental activities with faculty leadership available

Comment: ______________________________

______________________________ 1 2 3 4

6.5 To what degree is balance maintained between theoretical and applied research

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

ARE DEVELOPMENTAL EXPERIENCES FOR PREPARING PERSONS TO PRODUCE AND USE RESEARCH AND DEVELOPMENT PROVIDED?

○ Yes ○ No

SECTION 7: EVALUATION

7.1 To what degree is formative evaluation utilized

Comment: ______________________________

______________________________ 1 2 3 4

7.2 To what degree is summative evaluation utilized

Comment: ______________________________

______________________________ 1 2 3 4

7.3 To what degree is program alteration based upon evaluation

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

IS SELF EVALUATION UTILIZED?

○ Yes ○ No

SECTION 8: RELATED STUDIES

8.1 Are students required to take courses in areas related to vocational education

Comment: ______________________________
______________________________________ 1 2 3 4

8.2 To what degree does advanced graduate study committees include faculty members from related areas

Comment: ______________________________
______________________________________ 1 2 3 4

8.3 To what degree is instruction available in other programs such as counseling and guidance, educational administration, or higher education

Comment: ______________________________
______________________________________ 1 2 3 4

8.4 To what degree are students in vocational education encouraged to interact through courses with students from other fields

Comment: ______________________________
______________________________________ 1 2 3 4

8.5 To what degree is breadth provided for an advanced graduate study, e.g., application of administrative skills to vocational education

Comment: ______________________________
______________________________________ 1 2 3 4

8.6 To what degree is depth provided in advanced graduate study, e.g., intensive study in vocational education

Comment: ______________________________
______________________________________ 1 2 3 4

SUMMARY:

IS ARTICULTATION OF RELATED STUDIES TO ENHANCE PREPARATION OF INDIVIDUAL PROVIDED?

○ Yes ○ No

SECTION 9: LIBRARY RESOURCES

9.1 Are inter-library loan facilities available to students

Comment: ____________________________

____________________________ 1 2 3 4

9.2 To what degree are library resources responsive to intensive investigation of research problems

Comment: ____________________________

____________________________ 1 2 3 4

9.3 Is plan in existance whereby faculty has input into library acquisitions

Comment: ____________________________

____________________________ 1 2 3 4

9.4 To what degree is list of library resources related to vocational education available

Comment: ____________________________

____________________________ 1 2 3 4

9.5 To what degree are library resources related to vocational education utilized by persons involved in intensive investigation of research problems

Comment: ____________________________

____________________________ 1 2 3 4

9.6 Is ERIC system available to students

Comment: ____________________________

____________________________ 1 2 3 4

9.7 To what degree does advanced graduate student and research reflect knowledge of appropriate related literature

Comment: ____________________________

____________________________ 1 2 3 4

SUMMARY:

ARE LIBRARY RESOURCES PROVIDED TO PERMIT INTENSIVE INVESTIGATION OF RESEARCH PROBLEMS?

○ Yes ○ No

SECTION 10: PLACEMENT AND FOLLOW-UP

10.1 To what degree is advanced graduate placement assistance provided

Comment: ______________________________

______________________________ 1 2 3 4

10.2 To what degree is advanced graduate follow-up consultation provided

Comment: ______________________________

______________________________ 1 2 3 4

10.3 To what degree does placement service utilize expertise of program faculty

Comment: ______________________________

______________________________ 1 2 3 4

10.4 Are files maintained by placement service of persons completing advanced graduate studies

Comment: ______________________________

______________________________ 1 2 3 4

10.5 Is file maintained by placement service of current advanced graduate studies openings in vocational education

Comment: ______________________________

______________________________ 1 2 3 4

10.6 To what degree is follow-up assistance for newly placed advanced graduate students offered

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

ARE PLACEMENT AND FOLLOW-UP SERVICES PROVIDED?

○ Yes ○ No

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

Directions for Usage

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- -

Program Area ______________________ Institution ______________

Person Completing Form ______________________________________

Address and Phone Number ____________________________________

____

GOAL A: TO CONDUCT BASIC AND/OR APPLIED RESEARCH ACTIVITIES.

SECTION 1: GOAL IDENTIFICATION FOR RESEARCH MISSION

1.1 Is statement of research goals maintained in departmental office

Comment: ______________________________

______________________________ [1 2 3 4]

1.2 To what degree are departmental research goals, as perceived by faculty, consistent with faculty expertise

Comment: ______________________________

______________________________ [1 2 3 4]

1.3 To what degree is there planned relationship among research goals

Comment: ______________________________

______________________________ [1 2 3 4]

1.4 To what degree does faculty participate in developing research goals

Comment: ______________________________

______________________________ [1 2 3 4]

SUMMARY:

ARE GOALS IDENTIFIED FOR RESEARCH MISSION OF PROGRAM?

○ Yes ○ No

SECTION 2: PROPOSAL FUNDING

2.1 To what degree are proposals for basic and/or applied research submitted to funding agency

Comment: ______________________________

______________________________ [1 2 3 4]

2.2 To what degree do research proposals contain a review of literature substantiating need for study(ies)

Comment: ______________________________

______________________________ [1 2 3 4]

2.3 To what degree does department maintain file of current and past RFP's

Comment: ____________________

____________________ | 1 | 2 | 3 | 4 |

2.4 To what degree do library holdings contain minimal VT-ERIC system and appropriate vocational program area

Comment: ____________________

____________________ | 1 | 2 | 3 | 4 |

2.5 To what degree does faculty have access to computer services for research projects, including technical assistance

Comment: ____________________

____________________ | 1 | 2 | 3 | 4 |

2.6 To what degree is system for monitoring progress of research projects utilized

Comment: ____________________

____________________ | 1 | 2 | 3 | 4 |

2.7 Are copies of previous proposals maintained on file in department

Comment: ____________________

____________________ | 1 | 2 | 3 | 4 |

SUMMARY:

ARE PROPOSALS SUBMITTED TO AGENCIES FOR FUNDING OF BASIC AND/OR APPLIED RESEARCH?

○ Yes ○ No

SECTION 3: NEEDS ASSESSMENT FOR EXPANDING AND/OR APPLYING KNOWLEDGE

3.1 To what degree are proposals submitted which relate to needs assessment in vocational education

Comment: ____________________

____________________ | 1 | 2 | 3 | 4 |

3.2 To what degree are needs assessment data contained in proposals developed

Comment: ____________________

____________________ | 1 | 2 | 3 | 4 |

3.3 Are faculty members on committees which relate to research needs assessment

Comment: ______________________________

______________________________________ 1 2 3 4

3.4 Is there course unit in program devoted to research needs assessment

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

IS THERE INVOLVEMENT IN ACTIVITIES RELATED TO ASSESSMENT OF NEEDS FOR EXPANDING AND/OR APPLYING KNOWLEDGE?

○ Yes ○ No

SECTION 4: DISSEMINATION ACTIVITES

4.1 To what degree is dissemination of results provided in proposals

Comment: ______________________________

______________________________________ 1 2 3 4

4.2 To what degree are results disseminated for projects within last year

Comment: ______________________________

______________________________________ 1 2 3 4

4.3 Does regular program publication contain research information

Comment: ______________________________

______________________________________ 1 2 3 4

4.4 To what degree are results of funded research projects submitted to ERIC for inclusion in Resources in Vocational Education

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

ARE DISSEMINATION ACTIVITIES ENGAGED IN WHICH INFORM THE PUBLIC ABOUT VOCATIONAL EDUCATION RESEARCH?

○ Yes ○ No

SECTION 5: COORDINATION OF RESEARCH

5.1 To what degree are proposals submitted relating to coordination of research

Comment: ______________________

______________________ 1 2 3 4

5.2 Does system exist whereby intra-university research activities in vocational education are coordinat

Comment: ______________________

______________________ 1 2 3 4

5.3 To what degree has conference been conducted in which research was an identified topic

Comment: ______________________

______________________ 1 2 3 4

5.4 To what degree is program attempting to assist LEA personnel with their needs for research information

Comment: ______________________

______________________ 1 2 3 4

SUMMARY:

IS THERE INVOLVEMENT IN COORDINATION ACTIVITIES WHICH RELATE TO BASIC AND/OR APPLIED RESEARCH?

○ Yes ○ No

SECTION 6: STUDENT INVOLVEMENT

6.1 To what degree do course syllabi refer to departmental research activity

Comment: ______________________

______________________ 1 2 3 4

6.2 To what degree are graduate assistants involved in discussions on research project management

Comment: ______________________

______________________ 1 2 3 4

6.3 To what degree are students informed about current departmental research through seminars or other means of communication

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

ARE STUDENTS INVOLVED IN CURRENT RESEARCH?

○ Yes ○ No

SECTION 7: STUDENT PROPOSAL DEVELOPMENT

7.1 Do programs of study at graduate level include course which contains proposal development

Comment: ______________________________

______________________________________ 1 2 3 4

7.2 To what degree does faculty workload include advisement of student research

Comment: ______________________________

______________________________________ 1 2 3 4

7.3 To what degree is student research based on acceptable research design

Comment: ______________________________

______________________________________ 1 2 3 4

7.4 Are prior research proposals, both funded and non-funded, made available to students

Comment: ______________________________

______________________________________ 1 2 3 4

7.5 To what degree are students encouraged to apply for funded research

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

ARE STUDENTS ASSISTED IN DEVELOPING PROPOSALS FOR RESEARCH?

○ Yes ○ No

SECTION 8: RESEARCH APPLICATION

8.1 Are projects completed which are data-based

Comment: ______________________________

______________________________ 1 2 3 4

8.2 To what degree do target populations of research projects feel that research was useful to them

Comment: ______________________________

______________________________ 1 2 3 4

8.3 To what degree do external research specialists feel that research design is appropriate to objectives

Comment: ______________________________

______________________________ 1 2 3 4

8.4 To what degree are projects completed and disseminated within reasonable time limits

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

IS RESEARCH APPLICABLE TO VOCATIONAL EDUCATION?

○ Yes *○ No*

SECTION 9: LITERATURE CONTRIBUTION

9.1 To what degree are faculty members contributing to the following: journal article, abstract of research project, or editorship of professional publication

Comment: ______________________________

______________________________ 1 2 3 4

9.2 Do salary and promotion policies of institution include rewarding faculty members for research and publication

Comment: ______________________________

______________________________ 1 2 3 4

9.3 To what degree do junior faculty members receive available assistance from senior faculty members in research and publication

Comment: ______________________________

______________________________ 1 2 3 4

9.4 To what degree are faculty members presenting convention papers describing research project

Comment: ______________________________

____

1	2	3	4

SUMMARY:

ARE CONTRIBUTIONS MADE TO VOCATIONAL EDUCATION RESEARCH LITERATURE?

○ Yes ○ No

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

Directions for Usage

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Level 4: MAJOR IMPROVEMENTS NEEDED; some weakness of crucial nature

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- -

Program Area ______________________ Institution ______________

Person Completing Form ____

Address and Phone Number ______________________________________

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GOAL B: TO ENGAGE IN DEVELOPMENTAL ACTIVITIES

SECTION 1: RESEARCH RESULTS

1.1 To what degree is review of literature section contained in proposals for developmental activities

Comment: ______________________________

______________________________ | 1 2 3 4 |

1.2 To what degree do stated needs supported by review of literature to serve as foundation for developmental projects

Comment: ______________________________

______________________________ | 1 2 3 4 |

1.3 To what degree are past developmental activities reviewed in section of present proposals for developmental activities

Comment: ______________________________

______________________________ | 1 2 3 4 |

SUMMARY:

ARE RESEARCH RESULTS USED IN DETERMINING THE NECESSARY MATERIALS NEEDED BY TARGET POPULATION?

○ Yes ○ No

SECTION 2: NEEDS ASSESSMENT

2.1 To what degree are target populations' needs addressed in proposals for developmental activities

Comment: ______________________________

______________________________ | 1 2 3 4 |

2.2 To what degree is PROBE or some similar method used in proposals for reviewing needs in developmental activities

Comment: ______________________________

______________________________ | 1 2 3 4 |

2.3 To what degree are products to meet needs of target audiences produced through developmental activities

Comment: ______________________________

1 2 3 4

SUMMARY:

ARE ACTIVITIES RELATED TO PROFESSIONAL DEVELOPMENT NEEDS OF TARGET POPULATION?

0 Yes *0 No*

SECTION 3: DEVELOPMENT PROPOSAL FUNDING

3.1 To what degree is system for monitoring progress and completion of proposed projects utilized

Comment: ______________________________

1 2 3 4

3.2 To what degree are proposals for developmental activity submitted to funding agency

Comment: ______________________________

1 2 3 4

3.3 Does department maintain file of current RFP's for developmental activities

Comment: ______________________________

1 2 3 4

3.4 Are copies of all proposals, having to do with developmental activities, maintained in department files

Comment: ______________________________

1 2 3 4

SUMMARY:

ARE PROPOSALS SUBMITTED FOR FUNDING OF DEVELOPMENTAL PROJECTS?

0 Yes *0 No*

SECTION 4: TRAINING PROPOSAL FUNDING

4.1 To what degree are training proposals submitted to funding agency

Comment: ______________________________

______________________________ | 1 | 2 | 3 | 4 |

4.2 Does department maintain file of current RFP's for training activities

Comment: ______________________________

______________________________ | 1 | 2 | 3 | 4 |

4.3 Does department maintain file of prior proposals pertaining to training activities

Comment: ______________________________

______________________________ | 1 | 2 | 3 | 4 |

4.4 To what degree is system for monitoring progress of training activities utilized

Comment: ______________________________

______________________________ | 1 | 2 | 3 | 4 |

SUMMARY:

ARE PROPOSALS SUBMITTED FOR FUNDING OF EXEMPLARY VOCATIONAL PROFESSIONAL DEVELOPMENT ACTIVITIES?

○ Yes *○ No*

SECTION 5: PROJECT PRODUCT

5.1 To what degree are handbooks and other materials compiled for use by target audience as result of completed developmental projects

Comment: ______________________________

______________________________ | 1 | 2 | 3 | 4 |

5.2 To what degree are materials compiled as result of developmental activities considered to be useful by target population(s)

Comment: ______________________________

______________________________ | 1 | 2 | 3 | 4 |

5.3 To what degree are objectives of developmental activities reflected in design of project

Comment: ______________________________

______________________________________ 1 2 3 4

5.4 To what degree are results disseminated to population(s) without delay upon completion of developmental projects

Comment: ______________________________

______________________________________ 1 2 3 4

5.5 To what degree are developmental projects updated as products are reviewed

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

ARE DEVELOPMENTAL PROJECTS PRODUCING MATERIALS FOR USE BY TARGET POPULATION?

○ Yes ○ No

SECTION 6: DISSEMINATION ACTIVITIES

6.1 To what degree is dissemination of results provided in developmental projects

Comment: ______________________________

______________________________________ 1 2 3 4

6.2 To what degree are development project results forwarded to target populations

Comment: ______________________________

______________________________________ 1 2 3 4

6.3 To what degree do proposals for developmental activities contain appropriate dissemination strategies

Comment: ______________________________

______________________________________ 1 2 3 4

6.4 To what degree are copies of developmental project products supplied upon request

Comment: ______________________________

______________________________________ 1 2 3 4

6.5 To what degree are results of developmental activities submitted to ERIC for inclusion in Resources in Vocational Education and other appropriate dissemination agencies

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

ARE DISSEMINATION ACTIVITIES ENGAGED IN?

○ Yes ○ No

SECTION 7: COORDINATION

7.1 To what degree are conferences or workshops at which developmental projects are an identified topic conducted at institution

Comment: ______________________________

______________________________________ 1 2 3 4

7.2 Does system exist whereby results of developmental projects are synthesized

Comment: ______________________________

______________________________________ 1 2 3 4

7.3 To what degree does program assist graduates with their needs for products or results of developmental projects

Comment: ______________________________

______________________________________ 1 2 3 4

7.4 To what degree does program assist practitioners with their needs for products or results of developmental projects

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

ARE COORDINATING ACTIVITIES ENGAGED IN THAT RELATE TO UTILIZATION OF DEVELOPMENTAL PROJECTS?

○ Yes ○ No

SECTION 8: STUDENT INVOLVEMENT

8.1 To what degree do course syllabi refer to developmental activities

Comment: ______________________________

______________________________________ 1 2 3 4

8.2 To what degree are graduate assistants routinely involved in discussions on developmental project management

Comment: ______________________________

______________________________________ 1 2 3 4

8.3 To what degree are students informed about developmental projects in progress through seminars or other means of communication

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

ARE STUDENTS INVOLVED IN DEVELOPMENTAL ACTIVITIES?

○ Yes *○ No*

SECTION 9: STUDENT PROPOSAL DEVELOPMENT

9.1 Is course available in program or other institutional unit where students are prepared to develop proposals for developmental activities

Comment: ______________________________

______________________________________ 1 2 3 4

9.2 Are proposals for developmental activities available to students

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

ARE STUDENTS RECEIVING ASSISTANCE IN DEVELOPING PROPOSALS FOR DEVELOPMENTAL PROJECTS?

○ Yes *○ No*

SECTION 10: LITERATURE CONTRIBUTION

10.1 To what degree are journal articles, project analysis, or other manuscript suitable for publication pertaining to developmental activities submitted for publication

Comment: ______________________________

______________________________ 1 2 3 4

10.2 To what degree do salary and promotion policies of institution include rewarding faculty members for publication regarding developmental activities

Comment: ______________________________

______________________________ 1 2 3 4

10.3 To what degree are convention papers describing developmental activities presented by faculty members

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

IS FACULTY CONTRIBUTING TO VOCATIONAL EDUCATION LITERATURE REGARDING DEVELOPMENTAL ACTIVITIES?

○ Yes ○ No

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

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- -

Program Area ______________________ Institution ______________

Person Completing Form ______________________________

Address and Phone Number ______________________________

____

GOAL C: TO ENGAGE IN EVALUATION ACTIVITIES

SECTION 1: NEEDS ASSESSMENT

1.1 To what degree is evaluation activity identified goal of program

Comment: ____________________

1	2	3	4

1.2 To what degree is needs assessment participation identified part of program

Comment: ____________________

1	2	3	4

1.3 To what degree are assessment proposals submitted by program

Comment: ____________________

1	2	3	4

1.4 To what degree are faculty members consulted by local or state education agencies for assistance in needs assessment

Comment: ____________________

1	2	3	4

1.5 To what degree do local or state vocational administrators feel program can contribute to needs assessment

Comment: ____________________

1	2	3	4

SUMMARY:

IS THERE PARTICIPATION IN NEEDS ASSESSMENT FOR UNIVERSITY PROGRAMS, SEA'S AND LEA'S?

○ Yes ○ No

SECTION 2: PROGRAM EVALUATION

2.1 Is program evaluation available

Comment: ____________________

1	2	3	4

2.2 To what degree do evaluation procedures of program include students, graduates, and faculty

Comment: ______________________________

1 2 3 4

2.3 To what degree are program evaluation results distributed to institutional program faculty

Comment: ______________________________

1 2 3 4

2.4 To what degree are program evaluation results disseminated to appropriate levels within institution

Comment: ______________________________

1 2 3 4

2.5 To what degree are external evaluation specialists consulted on program evaluation

Comment: ______________________________

1 2 3 4

2.6 To what degree does curriculum evaluation influence curriculum change

Comment: ______________________________

1 2 3 4

2.7 To what degree are graduates of program evaluated according to program requirements

Comment: ______________________________

1 2 3 4

2.8 To what degree are employing officials satisfied with program graduates

Comment: ______________________________

1 2 3 4

SUMMARY:

ARE COURSE AND PROGRAM EVALUATIONS MADE?

○ *Yes* ○ *No*

SECTION 3: RESEARCH EVALUATION ACTIVITIES

3.1 To what degree do goals for research and developmental projects include definite evaluation component

Comment: ________________________________

____ 1 2 3 4

3.2 To what degree do users and/or participants of developmental projects have evaluation input

Comment: ________________________________

____ 1 2 3 4

3.3 To what degree do research and developmental proposals or projects describe methods of evaluation

Comment: ________________________________

____ 1 2 3 4

SUMMARY:

IS EVALUATION INCLUDED IN RESEARCH AND DEVELOPMENTAL ACTIVITIES?

○ Yes ○ No

SECTION 4: PROPOSAL FUNDING

4.1 Does department maintain file of requirements and sources for evaluation-related activities

Comment: ________________________________

____ 1 2 3 4

4.2 To what degree are proposals for external funding of evaluation project submitted

Comment: ________________________________

____ 1 2 3 4

SUMMARY:

ARE PROPOSALS RELATING TO EVALUATION ACTIVITIES DEVELOPED FOR FUNDING?

○ *Yes* ○ *No*

SECTION 5: INTER-AGENCY EVALUATION

5.1 To what degree do state education agencies seek program faculty evaluation expertise

Comment: ______________________________

______________________________ 1 2 3 4

5.2 To what degree do graduates of program seek program faculty evaluation expertise

Comment: ______________________________

______________________________ 1 2 3 4

5.3 To what degree is program involved in inter-agency evaluation efforts

Comment: ______________________________

______________________________ 1 2 3 4

5.4 To what degree is faculty participating in developing inter-agency evaluation efforts

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

IS THERE PARTICIPATION IN INTER-AGENCY EVALUATION EFFORTS?

○ *Yes* ○ *No*

SECTION 6: STUDENT EVALUATION ACTIVITIES

6.1 To what degree do course syllabi in program refer to evaluation-related activities

Comment: ______________________________

______________________________ 1 2 3 4

6.2 To what degree are graduate assistants routinely involved in discussions on management of evaluation activities

Comment: ______________________________

______________________________________ 1 2 3 4

6.3 To what degree are students informed about evaluation projects in progress through seminars or other means of communication

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

ARE STUDENTS INVOLVED IN EVALUATION ACTIVITIES?

○ Yes ○ No

SECTION 7: STUDENT PROPOSAL DEVELOPMENT

7.1 Do programs of study at graduate level include course which contains proposal development for evaluation activities

Comment: ______________________________

______________________________________ 1 2 3 4

7.2 Does department make available to students prior proposals for evaluation activities

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

ARE STUDENTS GIVEN ASSISTANCE IN DEVELOPING EVALUATION PROPOSALS?

○ Yes ○ No

SECTION 8: LITERATURE CONTRIBUTION

8.1 To what degree are faculty members contributing evaluation-related manuscripts or journal articles

Comment: ______________________________

______________________________________ 1 2 3 4

8.2 To what degree do faculty members participate in conferences related to evaluation

Comment: ____________________

____________________ 1 2 3 4

SUMMARY:

IS FACULTY CONTRIBUTING TO VOCATIONAL EDUCATION LITERATURE CONCERNING EVALUATION?

○ Yes ○ No

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

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Program Area ______________________ Institution ______________

Person Completing Form ____

Address and Phone Number ______________________________________

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GOAL A: TO ENGAGE IN ACTIVITIES WITHIN THE UNIVERSITY STRUCTURE.

SECTION 1: OTHER VOCATIONAL PROGRAM PROPOSALS

1.1 To what degree does faculty assist other vocational teacher education programs within institution regarding proposals

Comment: ______________________________

______________________________ 1 2 3 4

1.2 To what degree is technical assistance available to vocational education proposals of other origin

Comment: ______________________________

______________________________ 1 2 3 4

1.3 To what degree does institutional reward system recognize contribution to vocational education proposals

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

ARE PERSONNEL PROVIDED TO AID IN PREPARATION OF VOCATIONAL EDUCATION PROPOSALS FOR PROGRAM INITIATION?

○ Yes ○ No

SECTION 2: OTHER VOCATIONAL PROGRAMS

2.1 To what degree does faculty assist other vocational teacher education programs within institution regarding program initiation

Comment: ______________________________

______________________________ 1 2 3 4

2.2 To what degree is technical assistance available to vocational education program initiation of other origin

Comment: ______________________________

______________________________ [1 2 3 4]

2.3 To what degree does institutional reward system recognize contribution to vocational education program initiation

Comment: ______________________________

______________________________ [1 2 3 4]

SUMMARY:

ARE PERSONNEL PROVIDED TO AID IN OTHER VOCATIONAL PROGRAM INITIATION?

○ Yes ○ No

SECTION 3: UNIVERSITY GOVERNANCE ASSIGNMENTS

3.1 Is faculty nominated for university governance assignments

Comment: ______________________________

______________________________ [1 2 3 4]

3.2 Is faculty eligible for election and/or appointment to university governance assignments

Comment: ______________________________

______________________________ [1 2 3 4]

3.3 To what degree does institutional reward system recognize university governance assignments

Comment: ______________________________

______________________________ [1 2 3 4]

3.4 To what degree does faculty serve on major institutional committees

Comment: ______________________________

______________________________ [1 2 3 4]

SUMMARY:

ARE PERSONNEL ENCOURAGED TO SERVE ON UNIVERSITY GOVERNANCE ASSIGNMENTS?

○ *Yes* ○ *No*

SECTION 4: NON-VOCATIONAL STUDENT ASSISTANCE

4.1 To what degree are established hours for student consultation and instruction maintained by faculty

Comment: ____________________

____________________ 1 2 3 4

4.2 To what degree is record maintained of faculty instruction consultation

Comment: ____________________

____________________ 1 2 3 4

4.3 To what degree are program resources, such as departmental, library holdings, made available to non-vocational education students

Comment: ____________________

____________________ 1 2 3 4

SUMMARY:

ARE PERSONNEL PROVIDED FOR INSTRUCTIONAL CONSULTATION WITH STUDENTS FROM OTHER ACADEMIC AREAS?

○ *Yes* ○ *No*

SECTION 5: NON-MAJOR ADVISEMENT

5.1 To what degree does faculty serve as vocational education advisor for students with minors in vocational education

Comment: ____________________

____________________ 1 2 3 4

5.2 To what degree is record maintained of faculty advisement with non-majors

Comment: ____________________

____________________ 1 2 3 4

SUMMARY:

ARE PERSONNEL PROVIDED FOR ADVISEMENT TO STUDENTS FROM OTHER ACADEMIC AREAS?

○ Yes ○ No

SECTION 6: OTHER CURRICULAR PROGRAM RESOURCE PERSONNEL

6.1 To what degree is faculty availability and resource expertise communicated to other curricular programs

Comment: ____________________

____________________ 1 2 3 4

6.2 To what degree does faculty serve as resource personnel for other university projects requiring its competency

Comment: ____________________

____________________ 1 2 3 4

6.3 To what degree does faculty serve as guest speaker for courses taught in other programs

Comment: ____________________

____________________ 1 2 3 4

6.4 To what degree is quality of faculty contributions recognized by other university programs/projects which have used vocational education resource persons

Comment: ____________________

____________________ 1 2 3 4

6.4 To what degree does institutional reward system recognize service contribution of faculty to intrauniversity efforts

Comment: ____________________

____________________ 1 2 3 4

SUMMARY:

ARE RESOURCE PERSONNEL PROVIDED FOR OTHER CURRICULAR PROGRAMS?

○ Yes ○ No

SECTION 7: STUDENT ORGANIZATION ADVISORS

7.1 To what degree does institutional reward system recognize contribution as advisor to student organization

Comment: ______________________

______________________________ 1 2 3 4

7.2 Are faculty eligible for election and/or appointment to advise student organizations

Comment: ______________________

______________________________ 1 2 3 4

7.3 To what degree are student organizations served by faculty as advisors

Comment: ______________________

______________________________ 1 2 3 4

SUMMARY:

ARE PERSONNEL PROVIDED TO SERVE AS ADVISORS TO STUDENT ORGANIZATIONS?

○ Yes ○ No

SECTION 8: GOALS AND OBJECTIVES

8.1 To what degree are goals and objectives distributed to other university units

Comment: ______________________

______________________________ 1 2 3 4

8.2 To what degree are annual meetings held with other universities to discuss stated goals and objectives

Comment: ______________________

______________________________ 1 2 3 4

SUMMARY:

ARE STATED PROGRAM GOALS AND OBJECTIVES SHARED WITH OTHER UNITS OF UNIVERSITY?

○ Yes ○ No

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

Directions for Usage

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Level 2:	SATISFACTORILY; adequate
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Level 4:	MAJOR IMPROVEMENTS NEEDED; some weakness of crucial nature

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Whenever the word faculty appears, it refers to ALL faculty in professional vocational education.

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Program Area ____________________ Institution ____________

Person Completing Form ______________________________

Address and Phone Number ____________________________

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GOAL B: TO ENGAGE IN SERVICE ACTIVITIES FOR LOCAL EDUCATION AGENCIES.

SECTION 1: LEA ASSISTANCE

1.1 To what degree are LEA's assisted by faculty

Comment: ______________________________

______________________________________ 1 2 3 4

1.2 To what degree are contributions of faculty to various agencies documented through reports, minutes, etc.

Comment: ______________________________

______________________________________ 1 2 3 4

1.3 To what degree has every faculty member assisted LEA within the past three years

Comment: ______________________________

______________________________________ 1 2 3 4

1.4 Is assistance provided to LEA by faculty without additional compensation

Comment: ______________________________

______________________________________ 1 2 3 4

1.5 To what degree does institution's reward system recognize service contribution by faculty

Comment: ______________________________

______________________________________ 1 2 3 4

1.6 To what degree are LEA's assisted by faculty in conducting needs assessment for program planning

Comment: ______________________________

______________________________________ 1 2 3 4

1.7 To what degree are LEA's assisted by faculty in conducting evaluations of local programs

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

IS EXPERTISE PROVIDED TO LEA'S
TO IMPROVE EXISTING VOCATIONAL
EDUCATION PROGRAMS?

0 Yes 0 No

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

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- -

Program Area ______________________ Institution ______________

Person Completing Form ______________________________________

Address and Phone Number ____________________________________

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GOAL C: TO ENGAGE IN SERVICE ACTIVITIES FOR STATE EDUCATION AGENCIES.

SECTION 1: SEA CONTRIBUTIONS

1.1 To what degree does faculty serve on state task force related to vocational education

Comment: ______________________________
______________________________________ 1 2 3 4

1.2 To what degree does faculty participate in inter-institutional activities related to vocational education

Comment: ______________________________
______________________________________ 1 2 3 4

1.3 To what degree is impact documented of faculty contributions to state-wide efforts in vocational education, e.g., concepts, position statements, standards, etc.

Comment: ______________________________
______________________________________ 1 2 3 4

SUMMARY:

ARE PERSONNEL PROVIDED TO SERVE ON SEA TASK FORCES, DEVELOPMENTAL PROJECTS, AND COMMITTEES?

○ Yes ○ No

SECTION 2: INSERVICE EDUCATION PROGRAMS

2.1 To what degree does faculty serve on advisory committees to plan in-service education programs for state staff and teacher educators

Comment: ______________________________
______________________________________ 1 2 3 4

2.2 To what degree are in-service education programs for state staffs and teacher educators attended by faculty

Comment: ______________________________
______________________________________ 1 2 3 4

108-D

2.3 To what degree does faculty participate in in-service education programs for state staffs and teacher educators

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

ARE SEA STAFFS ASSISTED IN ORGANIZING IN-SERVICE EDUCATION PROGRAMS FOR JOINT BENEFIT OF STATE STAFFS AND TEACHER EDUCATORS?

○ Yes ○ No

SECTION 3: VOCATIONAL EDUCATION PROFESSIONAL ORGANIZATIONS

3.1 To what degree does faculty belong to professional organizations in vocational education at state level

Comment: ______________________________

______________________________________ 1 2 3 4

3.2 To what degree does majority of faculty serve on state committees in professional organizations for vocational education

Comment: ______________________________

______________________________________ 1 2 3 4

3.3 To what degree is presentation made to state professional organization meeting by faculty

Comment: ______________________________

______________________________________ 1 2 3 4

3.4 To what degree is expertise of faculty recognized by state professional vocational organization

Comment: ______________________________

______________________________________ 1 2 3 4

SUMMARY:

ARE PERSONNEL PROVIDED FOR STATE VOCATIONAL EDUCATION PROFESSIONAL ORGANIZATIONS?

○ Yes ○ No

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VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

Directions for Usage

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Whenever the word faculty appears, it refers to ALL faculty in professional vocational education.

- -

Program Area ____________________ Institution ______________

Person Completing Form ______________________________

Address and Phone Number ______________________________

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GOAL D: TO ENGAGE IN SERVICE ACTIVITIES FOR NATIONAL ORGANIZATIONS.

SECTION 1: EXTERNAL AGENCY REPRESENTATION

1.1 To what degree is faculty requested by university administration to serve on committees, etc. outside university

Comment: ______________________________

______________________________ 1 2 3 4

1.2 To what degree does faculty contribute activities for university alumni, service clubs, etc.

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

DOES FACULTY REPRESENT UNIVERSITY TO EXTERNAL AGENCIES AND ORGANIZATIONS?

○ Yes ○ No

SECTION 2: NATIONAL VOCATIONAL EDUCATION EXPERTISE

2.1 To what degree does faculty belong to professional organizations in vocational education at national level

Comment: ______________________________

______________________________ 1 2 3 4

2.2 To what degree does faculty serve on national committees in professional organizations for vocational education

Comment: ______________________________

______________________________ 1 2 3 4

2.3 To what degree does majority of faculty make presentation to national professional organization meeting

Comment: ______________________________

______________________________ 1 2 3 4

2.4 To what degree is expertise of faculty recognized by national professional vocational organization

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

ARE PERSONNEL EXPERTISE PROVIDED FOR NATIONAL VOCATIONAL EDUCATIONAL PROFESSIONAL ORGANIZATIONS?

○ Yes ○ No

SECTION 3: NATIONAL VOCATIONAL EDUCATION SERVICE

3.1 To what degree are national vocational agencies assisted by faculty

Comment: ______________________________

______________________________ 1 2 3 4

3.2 To what degree are contributions of faculty members to various agencies documented through reports, minutes, etc.

Comment: ______________________________

______________________________ 1 2 3 4

3.3 To what degree is assistance to vocational education agencies provided by faculty without compensation

Comment: ______________________________

______________________________ 1 2 3 4

3.4 To what degree does institution's reward system recognize faculty service contributions

Comment: ______________________________

______________________________ 1 2 3 4

SUMMARY:

ARE PERSONNEL PROVIDED TO SERVE NATIONAL AGENCIES AND ORGANIZATIONS?

○ Yes ○ No

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

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- -

Program Area ______________________ Institution ______________

Person Completing Form ______________________________________

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VOCATIONAL TEACHER EDUCATION EVALUATION INSTRUMENT

Preservice

1. Was list of state certification requirements available

   Comment: ______________________________
   ______________________________ 1 2 3 4

2. To what degree were classroom facilities sufficient for providing experiences necessary to meet program objectives

   Comment: ______________________________
   ______________________________ 1 2 3 4

3. To what degree were laboratory facilities sufficient for providing experiences necessary to meet program objectives

   Comment: ______________________________
   ______________________________ 1 2 3 4

4. To what degree was classroom instructional equipment sufficient for providing experiences to meet program objectives

   Comment: ______________________________
   ______________________________ 1 2 3 4

5. To what degree was laboratory instructional equipment sufficient for providing experiences to meet program objectives

   Comment: ______________________________
   ______________________________ 1 2 3 4

6. To what degree did program include a variety of appropriate in-class experiences

   Comment: ______________________________
   ______________________________ 1 2 3 4

7. To what degree did instructional program provide student-teaching experience in vocational area

Comment: ______________________________
______________________________ | 1 2 3 4 |

8. To what degree did instructional program provide supervision of student-teaching experience in vocational area

Comment: ______________________________
______________________________ | 1 2 3 4 |

9. To what degree did instructional program provide early field experiences and supervision in vocational area

Comment: ______________________________
______________________________ | 1 2 3 4 |

10. To what degree was early field experience follow-up consultation provided

Comment: ______________________________
______________________________ | 1 2 3 4 |

11. To what degree was post student-teaching follow-up consultation provided

Comment: ______________________________
______________________________ | 1 2 3 4 |

12. To what degree were methodological skills acquired to become vocational instructor

Comment: ______________________________
______________________________ | 1 2 3 4 |

13. To what degree was content meaningful

Comment: ______________________________
______________________________ | 1 2 3 4 |

14. To what degree was content challenging

Comment: ______________________________
______________________________ | 1 2 3 4 |

15. To what degree was curriculum content acquired to become vocational instructor

Comment: ____________________ 1 2 3 4

16. To what degree were guidance services available during vocational teacher education program

Comment: ____________________ 1 2 3 4

17. To what degree were guidance services provided helpful

Comment: ____________________ 1 2 3 4

18. To what degree was faculty accessible for instructional consultation

Comment: ____________________ 1 2 3 4

19. To what degree did faculty provide academic advisement

Comment: ____________________ 1 2 3 4

20. To what degree were library loan facilities available

Comment: ____________________ 1 2 3 4

21. To what degree were library resources responsive to needs of vocational teacher education majors

Comment: ____________________ 1 2 3 4

22. To what degree were library resources adequate and available

Comment: ____________________ 1 2 3 4

23. To what degree was list of library resources related to vocational education available

Comment: ____________________________________

____

1	2	3	4

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

Directions for Usage

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Whenever the word faculty appears, it refers to ALL faculty in professional vocational education.

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Program Area ______________________ Institution ______________

Person Completing Form ____

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VOCATIONAL TEACHER EDUCATION EVALUATION INSTRUMENT

Graduate Studies

1. To what degree did program include variety of appropriate in-class experiences

   Comment:

   1 2 3 4

2. To what degree were methodological skills acquired from graduate classes

   Comment:

   1 2 3 4

3. To what degree did instructional program provide supervised field experiences in vocational area

   Comment:

   1 2 3 4

4. To what degree was content meaningful

   Comment:

   1 2 3 4

5. To what degree was content challenging

   Comment:

   1 2 3 4

6. To what degree was curriculum content acquired

   Comment:

   1 2 3 4

7. Were courses of study on file for certification courses

   Comment:

   1 2 3 4

8. To what degree did graduate study program provide variety of relevant learning experiences

Comment: ______________________________

______________________________ | 1 2 3 4 |

9. To what degree did program utilize resource personnel in their areas of experience

Comment: ______________________________

______________________________ | 1 2 3 4 |

10. Is specialist program offered in vocational education

Comment: ______________________________

______________________________ | 1 2 3 4 |

11. Is doctoral program offered in vocational education

Comment: ______________________________

______________________________ | 1 2 3 4 |

12. To what degree was program of study individually designed

Comment: ______________________________

______________________________ | 1 2 3 4 |

13. To what degree do advanced graduate programs accomodate persons having career goals in administration and higher education

Comment: ______________________________

______________________________ | 1 2 3 4 |

14. To what degree was graduate program in vocational education beneficial

Comment: ______________________________

______________________________ | 1 2 3 4 |

15. Were admissions criteria available

Comment: ______________________________

______________________________ | 1 2 3 4 |

16. Was approved research dissertation and/or thesis required for graduation

Comment: ______________________________

______________________________ | 1 2 3 4 |

17. To what degree were seminars provided

Comment: ____________________

____________________ | 1 2 3 4 |

18. To what degree were opportunities for reviews of research provided

Comment: ____________________

____________________ | 1 2 3 4 |

19. To what degree were opportunities for developmental activities with faculty leadership available

Comment: ____________________

____________________ | 1 2 3 4 |

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

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- -

Program Area ______________________ Institution ______________

Person Completing Form ____

Address and Phone Number ______________________________________

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VOCATIONAL TEACHER EDUCATION EVALUATION INSTRUMENT

Vocational Administration

1. Was list of state certification requirements available

   Comment: ______________________________
   ______________________________________ 1 2 3 4

2. To what degree were functions of educational administration covered in courses

   Comment: ______________________________
   ______________________________________ 1 2 3 4

3. To what degree were courses offered for operational planning and needs assessment curriculum development, finance, program evaluation, and personnel

   Comment: ______________________________
   ______________________________________ 1 2 3 4

4. To what degree were courses in vocational education administration relevent

   Comment: ______________________________
   ______________________________________ 1 2 3 4

5. To what degree were field experiences provided for administrative training

   Comment: ______________________________
   ______________________________________ 1 2 3 4

6. Were inter-library loan facilities available

   Comment: ______________________________
   ______________________________________ 1 2 3 4

7. To what degree were library resources reponsive to graduate studies in vocational administration

   Comment: ______________________________
   ______________________________________ 1 2 3 4

8. To what degree were library resources adequate

Comment: ______________________________

______________________________________ 1 2 3 4

9. Was list of library resources related to vocational administration available

Comment: ______________________________

______________________________________ 1 2 3 4

10. Were admissions criteria accessible

Comment: ______________________________

______________________________________ 1 2 3 4

11. To what degree did admissions criteria include job description of vocational administration

Comment: ______________________________

______________________________________ 1 2 3 4

12. To what degree was administrative placement assistance provided

Comment: ______________________________

______________________________________ 1 2 3 4

13. To what degree was administrative placement follow-up consultation provided

Comment: ______________________________

______________________________________ 1 2 3 4

14. Did program maintain file of persons completing administrative training program

Comment: ______________________________

______________________________________ 1 2 3 4

15. Did program maintain file of current administrative openings in vocational education

Comment: ______________________________

______________________________________ 1 2 3 4

16. To what degree was follow-up assistance for new vocational administrators offered

Comment: ______________________________

______________________________________ 1 2 3 4

17. To what degree were guidance activities provided for vocational administrative students

Comment: ______________________________

1 2 3 4

18. Were guidance services available

Comment: ______________________________

1 2 3 4

19. To what degree were guidance services adequate

Comment: ______________________________

1 2 3 4

20. To what degree was professionalization program flexible to provide for individual needs

Comment: ______________________________

1 2 3 4

21. To what degree is research in vocational education important

Comment: ______________________________

1 2 3 4

22. To what degree have research and developmental skills been utilized in employment since completion of graduate studies

Comment: ______________________________

1 2 3 4

23. To what degree was balance maintained between theoretical and applied research

Comment: ______________________________

1 2 3 4

24. To what degree were courses required in areas related to vocational education

Comment: ______________________________

1 2 3 4

25. To what degree was interaction with students from other fields possible through course work

Comment: ______________________________

1 2 3 4

26. To what degree were advanced graduate study provided for breadth

Comment: ______________________________
______________________________________ 1 2 3 4

27. To what degree was advanced graduate study provided for depth

Comment: ______________________________
______________________________________ 1 2 3 4

28. To what degree was majority of related studies beneficial

Comment: ______________________________
______________________________________ 1 2 3 4

29. Were inter-library loan facilities available

Comment: ______________________________
______________________________________ 1 2 3 4

30. To what degree were library resources responsive to intensive investigation of research problems

Comment: ______________________________
______________________________________ 1 2 3 4

31. To what degree were library resources adequate

Comment: ______________________________
______________________________________ 1 2 3 4

32. Was list of library resources related to vocational education available

Comment: ______________________________
______________________________________ 1 2 3 4

33. Was there access to the ERIC system

Comment: ______________________________
______________________________________ 1 2 3 4

34. To what degree was advanced graduate placement assistant provided

Comment: ______________________________
______________________________________ 1 2 3 4

35. To what degree was advanced graduate follow-up consultation provided

Comment: ______________________________

______________________________________ | 1 2 3 4 |

36. To what degree had placement service utilized expertise of program faculty

Comment: ______________________________

______________________________________ | 1 2 3 4 |

37. Had placement service maintained files of persons completing advanced graduate studies

Comment: ______________________________

______________________________________ | 1 2 3 4 |

38. To what degree was follow-up assistance for newly placed advanced graduate studies offered

Comment: ______________________________

______________________________________ | 1 2 3 4 |

39. To what degree were professionalization courses and experiences offered at convenient times and locations

Comment: ______________________________

______________________________________ | 1 2 3 4 |

40. To what degree was classroom instructional equipment sufficient for providing experiences to meet program objectives

Comment: ______________________________

______________________________________ | 1 2 3 4 |

41. Towhat degree was laboratory instructional equipment sufficient for providing experiences to meet program objectives

Comment: ______________________________

______________________________________ | 1 2 3 4 |

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

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Program Area ______________________ Institution ______________

Person Completing Form ______________________________________

Address and Phone Number ____________________________________

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VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

Inservice

1. Was list of state certification requirements available

   Comment: ______________________________

   ______________________________ 1 2 3 4

2. To what degree were courses designed to improve technical skills in vocational education

   Comment: ______________________________

   ______________________________ 1 2 3 4

3. To what degree were credit courses designed to improve technical knowledge of vocational education

   Comment: ______________________________

   ______________________________ 1 2 3 4

4. To what degree were credit courses offered at convenient times

   Comment: ______________________________

   ______________________________ 1 2 3 4

5. To what degree were instructional resources provided for field-oriented credit course work

   Comment: ______________________________

   ______________________________ 1 2 3 4

6. To what degree were credit courses appropriate

   Comment: ______________________________

   ______________________________ 1 2 3 4

7. To what degree were technical skills in vocational education improved in credit courses

   Comment: ______________________________

   ______________________________ 1 2 3 4

8. To what degree was technical knowledge of vocational education in credit courses

Comment: ______________________________

______________________________________ 1 2 3 4

9. To what degree were credit courses designed to improve professional skills in vocational education

Comment: ______________________________

______________________________________ 1 2 3 4

10. To what degree were credit courses designed to improve professional knowledge in vocational education

Comment: ______________________________

______________________________________ 1 2 3 4

11. To what degree were professional skills acquired in vocational education

Comment: ______________________________

______________________________________ 1 2 3 4

12. To what degree was professional knowledge acquired in vocational education

Comment: ______________________________

______________________________________ 1 2 3 4

13. Were non-credit experiences which contained content covering technical skills made available

Comment: ______________________________

______________________________________ 1 2 3 4

14. To what degree were non-credit courses and experiences offered at convenient times

Comment: ______________________________

______________________________________ 1 2 3 4

15. To what degree were non-credit courses and experiences involving technical skills appropriate

Comment: ______________________________

______________________________________ 1 2 3 4

16. To what degree were technical skills in vocational education improved through non-credit courses and experiences

Comment:

1 2 3 4

17. To what degree was technical knowledge in vocational education improved through non-credit courses and experiences

Comment:

1 2 3 4

18. To what degree were non-credit courses and/or experiences which contained content concerning professional skills made available

Comment:

1 2 3 4

19. To what degree were non-credit courses and/or experiences involving professional skills appropriate

Comment:

1 2 3 4

20. To what degree were professional skills in vocational education improved through non-credit courses and/or experiences

Comment:

1 2 3 4

21. To what degree was professional knowledge in vocational education improved through non-credit courses and/or experiences

Comment:

1 2 3 4

22. Are courses of study on file for conditional certification courses

Comment:

1 2 3 4

23. To what degree was content of conditional certification courses adequate

Comment:

1 2 3 4

24. To what degree was professionalization program beneficial to professional practices

Comment: ______________________________

______________________________ | 1 2 3 4 |

25. To what degree did professionalization program provide an understanding of comprehensive vocational education

Comment: ______________________________

______________________________ | 1 2 3 4 |

26. Were inter-library loan facilities available

Comment: ______________________________

______________________________ | 1 2 3 4 |

27. To what degree were library resources responsive to needs

Comment: ______________________________

______________________________ | 1 2 3 4 |

28. Was list of library resources related to vocational education available

Comment: ______________________________

______________________________ | 1 2 3 4 |

29. To what degree was classroom instructional equipment sufficient for providing experiences necessary to meet program objectives

Comment: ______________________________

______________________________ | 1 2 3 4 |

30. To what degree was laboratory equipment sufficient for providing experiences necessary to meet program objectives

Comment: ______________________________

______________________________ | 1 2 3 4 |

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

Directions for Usage

The attached instrument is designed to provide data relative to missions, goals and objectives of Vocational Teacher Education. The questions are categorized in major headings within each major goal area. The response to each question is to be recorded on a 1-2-3-4 scale according to the following code:

Level 1:	EXCELLENT; very well done
Level 2:	SATISFACTORILY; adequate
Level 3:	IMPROVEMENT NEEDED; weakness is of a less serious nature than those coded Level 4
Level 4:	MAJOR IMPROVEMENTS NEEDED; some weakness of crucial nature

In addition to the above scale some questions in the instrument package require a simple yes or no response. In these cases, Level 1 is equal to a "yes" response and Level 4 is equal to a "no" response.

Whenever the word faculty appears, it refers to ALL faculty in professional vocational education.

- -

Program Area ______________________ Institution ______________

Person Completing Form ______________________________________

Address and Phone Number ____________________________________

____

VOCATIONAL TEACHER EDUCATIONAL EVALUATION INSTRUMENT

RESEARCH AND DEVELOPMENT

Faculty

1. To what degree are departmental research goals consistent with faculty expertise

Comment: ______________________________

______________________________ 1 2 3 4

2. To what degree was faculty involved in developing departmental research goals

Comment: ______________________________

______________________________ 1 2 3 4

3. To what degree has faculty submitted proposal for basic and/or applied research project to funding agency within last academic year

Comment: ______________________________

______________________________ 1 2 3 4

4. To what degree does faculty have access to computer services for research projects

Comment: ______________________________

______________________________ 1 2 3 4

5. To what degree has faculty served on committees related to research needs assessment

Comment: ______________________________

______________________________ 1 2 3 4

6. To what degree do faculty research projects provide for dissemination of results

Comment: ______________________________

______________________________ 1 2 3 4

7. Are publications from faculty research projects submitted to ERIC for inclusion in Resources in Vocational Education

Comment: ____________________

____________________ | 1 | 2 | 3 | 4 |

8. To what degree does faculty assist LEA personnel with their needs for research information

Comment: ____________________

____________________ | 1 | 2 | 3 | 4 |

9. To what degree does faculty workload include advisement of student research

Comment: ____________________

____________________ | 1 | 2 | 3 | 4 |

10. Does faculty make available prior research proposals to students

Comment: ____________________

____________________ | 1 | 2 | 3 | 4 |

11. Has faculty submitted within last academic year one of the following for publication: journal article, research project product, or abstract of a project

Comment: ____________________

____________________ | 1 | 2 | 3 | 4 |

12. To what degree does salary and promotion policies of institution recognize rewarding faculty members for research publication

Comment: ____________________

____________________ | 1 | 2 | 3 | 4 |

13. To what degree are junior faculty members assisted by senior faculty members in research and publication activities

Comment: ____________________

____________________ | 1 | 2 | 3 | 4 |

14. Has faculty presented (within last academic year) convention paper describing research project

Comment: ______________________________
______________________________________ | 1 2 3 4 |

15. Has faculty submitted (within last academic year) proposal for developmental activity to funding agency

Comment: ______________________________
______________________________________ | 1 2 3 4 |

16. Has faculty submitted (within last academic year) proposal for training activity to training funding agency

Comment: ______________________________
______________________________________ | 1 2 3 4 |

17. To what degree do developmental project activities result in materials that may be used by appropriate target audiences

Comment: ______________________________
______________________________________ | 1 2 3 4 |

18. To what degree do faculty developmental projects include dissemination of results components

Comment: ______________________________
______________________________________ | 1 2 3 4 |

19. Are results of faculty developmental projects submitted to ERIC for inclusion in Resources in Vocational Education

Comment: ______________________________
______________________________________ | 1 2 3 4 |

20. To what degree does faculty assist practitioners with their needs for products of its developmental projects

Comment: ______________________________
______________________________________ | 1 2 3 4 |

21. To what degree does faculty make available proposals for developmental activities to students

Comment: ______________________________

______________________________ 1 2 3 4

22. Has faculty submitted (within last academic year) manuscript describing its developmental projects for publication

Comment: ______________________________

______________________________ 1 2 3 4

23. To what degree does salary and promotion policies of institution recognize rewarding faculty members for developmental activities

Comment: ______________________________

______________________________ 1 2 3 4

24. Has faculty submitted (within last academic year) convention paper describing developmental activity

Comment: ______________________________

______________________________ 1 2 3 4

25. To what degree has faculty been consulted by local or state agencies seeking assistance in needs assessment or evaluation

Comment: ______________________________

______________________________ 1 2 3 4

26. To what degree has faculty been involved in evaluation of program areas at institution

Comment: ______________________________

______________________________ 1 2 3 4

27. To what degree does faculty proposals for research and developmental projects regularly include an evaluation comment

Comment: ______________________________

______________________________ 1 2 3 4

28. Has faculty submitted (within last academic year) proposal for evaluation project to funding agency

Comment:

1 2 3 4

29. To what degree does faculty make available to students prior proposals for evaluation activities

Comment:

1 2 3 4

30. Has faculty contributed (within last academic year) evaluation-related manuscript for publication

Comment:

1 2 3 4

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

Directions for Usage

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Whenever the word faculty appears, it refers to ALL faculty in professional vocational education.

- -

Program Area ______________________ Institution ______________

Person Completing Form ______________________________________

Address and Phone Number ____________________________________

____

VOCATIONAL TEACHER EDUCATIONAL EVALUATION INSTRUMENT

RESEARCH AND DEVELOPMENT

Students/Graduates

1. To what degree are library holdings sufficient for research needs in vocational education

   Comment: ______________________________
   ______________________________________ 1 2 3 4

2. Do one or more departmental courses refer to research activities

   Comment: ______________________________
   ______________________________________ 1 2 3 4

3. To what degree was information offered about current departmental research activities

   Comment: ______________________________
   ______________________________________ 1 2 3 4

4. Do programs of study cover at least one course which includes a topic of research proposal development

   Comment: ______________________________
   ______________________________________ 1 2 3 4

5. To what degree was encouragement given to submit proposals for funded research

   Comment: ______________________________
   ______________________________________ 1 2 3 4

6. To what degree has program rendered assistance with products or results of departmental developmental projects

   Comment: ______________________________
   ______________________________________ 1 2 3 4

7. To what degree was information disbursed about current developmental projects in progress in department

Comment: ______________________________
____ | 1 | 2 | 3 | 4 |

8. Was course offered on preparation of proposals for developmental activities

Comment: ______________________________
____ | 1 | 2 | 3 | 4 |

9. To what degree was encouragement rendered to apply for funded developmental project

Comment: ______________________________
____ | 1 | 2 | 3 | 4 |

10. To what degree does program faculty have evaluation expertise

Comment: ______________________________
____ | 1 | 2 | 3 | 4 |

11. To what degree was information available on evaluation projects in progress in department

Comment: ______________________________
____ | 1 | 2 | 3 | 4 |

12. Did program of study include at least one course containing proposal development for evaluation activities

Comment: ______________________________
____ | 1 | 2 | 3 | 4 |

13. To what degree was there access to departmental proposals for evaluation activities

Comment: ______________________________
____ | 1 | 2 | 3 | 4 |

14. To what degree was encouragement offered to apply for funded evaluation-related activities

Comment: ______________________________
____ | 1 | 2 | 3 | 4 |

R & D
Target Audiences

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

Directions for Usage

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Level 4:	MAJOR IMPROVEMENTS NEEDED; some weakness of crucial nature

In addition to the above scale some questions in the instrument package require a simple _yes_ or _no_ response. In these cases, Level 1 is equal to a "yes" response and Level 4 is equal to a "no" response.

Whenever the word _faculty_ appears, it refers to ALL faculty in professional vocational education.

- -

Program Area ______________________ Institution ______________

Person Completing Form ______________________________________

Address and Phone Number ___________________________________

____

VOCATIONAL TEACHER EDUCATION EVALUATION INSTRUMENT

RESEARCH AND DEVELOPMENT

Target Audiences

1. To what degree are results of department research projects made available

   Comment: ______________________________

   ______________________________ | 1 2 3 4 |

2. Is there confidence in department's ability to assist in needs for research information

   Comment: ______________________________

   ______________________________ | 1 2 3 4 |

3. To what degree have department research projects been useful

   Comment: ______________________________

   ______________________________ | 1 2 3 4 |

4. To what degree have copies of completed developmental projects results been made available

   Comment: ______________________________

   ______________________________ | 1 2 3 4 |

5. To what degree have resultant of developmental projects materials been useful

   Comment: ______________________________

   ______________________________ | 1 2 3 4 |

6. To what degree have requests for copies of developmental project products been fulfilled

   Comment: ______________________________

   ______________________________ | 1 2 3 4 |

7. To what degree could department assist in needs assessment

   Comment: ____________________________________

   ____________________________________ | 1 2 3 4 |

8. To what degree do graduates of the program meet expectations for competence

   Comment: ____________________________________

   ____________________________________ | 1 2 3 4 |

VOCATIONAL TEACHER EDUCATION EVALUATION INSTRUMENT

LOCAL EDUCATION AGENCY ADMINISTRATORS

Instruction

1. To what degree were credit courses appropriate?

2. To what degree were non-credit courses and experience involving technical skills appropriate?

3. To what degree were non-credit courses and experiences involving professional skills appropriate?

4. To what degree are professional development services provided on site?

5. To what degree have you been periodically asked to evaluate conditional certification experiences?

Service

1. To what degree do local education agencies receiving service of faculty perceive service to be valuable?

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

STATE GROUPS OR AGENCIES

Service

1. To what degree do state groups or agencies receiving service of faculty perceive service to be valuable?

Service
National Agencies

VOCATIONAL TEACHER EDUCATION EVALUATION INSTRUMENT

NATIONAL GROUPS OR AGENCIES

Service

1. To what degree do national groups or agencies receiving service of faculty perceive services to be valuable?

VOCATIONAL TEACHER EDUCATION
EVALUATION INSTRUMENT

NON-VOCATIONAL EDUCATION PERSONNEL

Instruction

1. To what degree have your experiences involving in-service courses been beneficial?

Service

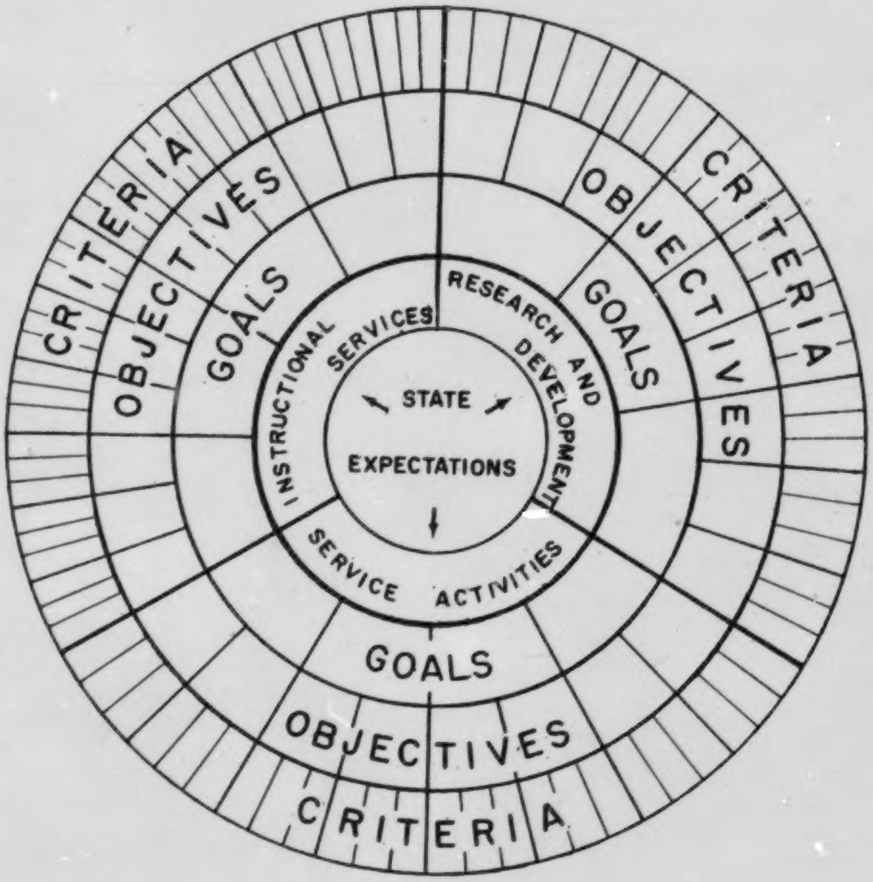
1. To what degree do non-vocational education students who have consulted with faculty for instructional consultation value assistance received?

2. To what degree do non-vocational education students who have consulted with faculty for advisement value assistance received?

APPENDIX

GENERALIZABLE MODEL FOR EVALUATION OF VOCATIONAL TEACHER EDUCATION

A MODEL FOR TEACHER EDUCATION EVALUATION


STATE
EXPECTATIONS
INSTRUCTIONAL SERVICES
RESEARCH AND DEVELOPMENT
SERVICE ACTIVITIES
GOALS
GOALS
GOALS
OBJECTIVES
OBJECTIVES
OBJECTIVES
CRITERIA
CRITERIA
CRITERIA

MISSION AREA: I. INSTRUCTION

GOAL: A. To provide pre-service vocational teacher education programs which are recognized by the State Board of Vocational and Technical Education

OBJECTIVES: The vocational teacher education program function will:

1. provide qualified faculty
2. offer curriculum which meets state certification requirements
3. provide instructional facilities which are comparable to or exceed those found in public schools in Indiana
4. provide instructional equipment to teach identified skills and knowledges
5. provide instructional support services for vocational teacher education personnel
6. provide instruction through methods which prepare students to become vocational instructors
7. provide instruction through content which prepares students to become vocational instructors
8. offer placement and follow-up services
9. utilize university and/or vocational teacher education admission criteria
10. provide guidance services throughout students' period of study
11. engage in self evaluation
12. provide library resources

INSTRUCTION

GOAL STATEMENT A: To provide pre-service vocational teacher education programs which are recognized by the State Board of Vocational and Technical Education

Objective 1: provide qualified faculty

Criteria:

a. faculty is certified in appropriate vocational program area if such certification is available

b. faculty is active in appropriate vocational education professional organizations

c. faculty is recognized as qualified by experts outside education

d. faculty teaching conditional certification courses possesses same qualifications as faculty teaching in-credit courses and degree programs

Objective 2: offer curriculum which meets state certification requirements

Criteria:

a. list of state certification requirements is available

b. curriculum is flexible to meet requirement needs

c. program planners have input into formation of requirements set up by state board for certification

d. program planners are up-to-date on current requirements

e. pre-service vocational teacher education program is approved by the Teacher Training and Licensing Commission

f. curriculum advisory committees are utilized

Objective 3: provide instructional facilities which are comparable to or exceed those found in public schools in Indiana

Criteria:

a. classroom facilities are sufficient for providing experiences necessary to meet program objectives

INSTRUCTION (Continued)

GOAL STATEMENT A (Continued)

b. laboratory facilities are sufficient for providing experiences to meet program objectives

Objective 4: provide instructional equipment to teach identified skills and knowledges

Criteria:

a. classroom instructional equipment is sufficient for providing experiences to meet program objectives

b. laboratory instructional equipment is sufficient for providing experiences to meet program objectives

Objective 5: provide instructional support services for vocational teacher education personnel

Criteria:

a. program has adequate office space and equipment to support instructional program

b. program has adequate non-professional instructional staff to support instructional program

c. program has sufficient non-instructional staff to support instructional program

d. adequate supply and expense budget exists for instructional program

Objective 6: provide instruction through methods which prepare students to become vocational instructors

Criteria:

a. program includes variety of appropriate in-class experiences

b. instructional program provides student teaching experiences in vocational area

c. instructional program provides supervision of student teaching experience in vocational area

INSTRUCTION (Continued)

GOAL STATEMENT A (Continued)

d. instructional program provides early field experiences and supervision in vocational area

e. early field experience follow-up consultation is provided

f. post student teaching follow-up consultation is provided

g. student acquisition of methodological skills is evident

Objective 7: provide instruction through content which prepares students to become vocational instructors

Criteria:

a. instructional content reflects current trends

b. instructional content is based upon identified professional and technical needs of vocational speciality area

c. content is perceived by students to be meaningful

d. content is perceived as challenging by faculty and students

e. student acquisition of curriculum content is evident

f. courses of study are on file for certification purposes

g. content of certification courses is based on empirically identified competencies

Objective 8: offer placement and follow-up services

Criteria:

a. teacher placement assistance is provided

b. placement service utilizes expertise of vocational teacher education faculty

c. placement service includes maintenance of credentials

d. program maintains record of graduates' employment histories

e. program has plan on file for follow-up consultation of first and second year teachers

INSTRUCTION (Continued)

GOAL STATEMENT A (Continued)

Objective 9: utilize university and/or vocational teacher education admission criteria

Criteria:

a. list of admissions criteria is used to counsel students into vocational teacher education programs

b. admissions criteria are available to students and staff

Objective 10: provide guidance services throughout students' period of study

Criteria:

a. vocational faculty assumes responsibility of guidance

b. guidance services are available to students during vocational teacher education program

c. students perceive guidance services provided during vocational teacher education program as being helpful

d. faculty perceives guidance as its responsibility

e. faculty is accessible for instructional consultation with students

f. faculty provides academic advisement to vocational teacher education program majors

Objective 11: engage in self evaluation

Criteria:

a. necessary formative evaluation is built into components of system

b. summative evaluation is implemented

c. procedures for alteration based on evaluation are evident in program

INSTRUCTION (Continued)

GOAL STATEMENT A (Continued)

Objective 12: provide library resources

Criteria:

a. inter-library loan facilities are available to students

b. library resources are responsive to needs of pre-service vocational teacher education programs

c. plan exists whereby faculty has input into library acquisitions

d. students perceive library resources as adequate and available

e. identified list of library resources related to vocational education is available

MISSION AREA: I. INSTRUCTION

GOAL: B. To provide comprehensive in-service experiences for vocational teacher education personnel and others who have identified a reason and can benefit from instruction in vocational education

OBJECTIVES: The in-service vocational teacher education program function will:

1. provide qualified faculty
2. offer curriculum which meets state certification requirements
3. provide credit courses for improvement of technical skills and knowledge of vocational personnel
4. provide credit courses for improvement of professional skills and knowledge of vocational personnel
5. provide non-credit courses and/or experiences for improvement of technical skills and knowledge of vocational personnel
6. provide non-credit courses and/or experiences for improvement of professional skills and knowledge of vocational personnel
7. provide experiences for conditional certification when necessary
8. provide experiences for individuals not engaged in vocational education, but who wish to improve their knowledge
9. provide a program for professionalization of vocational teaching certificate
10. engage in self evaluation
11. provide library resources
12. provide instructional equipment to teach stated skills and knowledge
13. provide instructional support services for vocational teacher education personnel

INSTRUCTION

GOAL STATEMENT B: To provide comprehensive in-service experiences for vocational teacher education personnel and others who have identified a reason and can benefit from instruction in vocational education

Objective 1: provide qualified faculty

Criteria:

a. faculty is certified in appropriate vocational program area

b. faculty possesses appropriate terminal degrees

c. faculty belongs to appropriate vocational education professional organizations

d. faculty is active in trend-related professional activities

e. faculty is recognized as qualified by professional peers outside the institution

f. faculty teaching conditional certification courses possesses same qualifications as faculty teaching in-credit courses and degree programs

g. faculty has had practical experience in field in which certification is held

Objective 2: offer curriculum which meets state certification requirements

Criteria:

a. list of state certification requirements is available

b. curriculum is flexible to meet requirement changes

c. program planners have input into formation of requirements set up by Teacher Training and Licensing Commission

d. program planners are up-to-date on current requirements

e. curriculum advisory committee is utilized

INSTRUCTION (Continued)

GOAL STATEMENT B (Continued)

Objective 3: provide credit courses for improvement of technical skills and knowledge of vocational personnel

Criteria:

a. credit courses are designed to improve technical skills of vocational personnel

b. credit courses are designed to improve technical knowledge of vocational personnel

c. credit courses are offered at times convenient to participants

d. content of credit courses is based on needs assessment of LEA personnel

e. instructional resources are provided for field-oriented credit course work

f. participants perceive credit courses to be appropriate to their needs

g. LEA vocational administrators perceive credit courses to be appropriate

h. participant improvement of technical skills is evident

i. participant improvement of technical knowledge is evident

Objective 4: provide credit courses for improvement of professional skills and knowledge of vocational personnel

Criteria:

a. credit courses improve professional skills of vocational personnel

b. credit courses improve professional knowledge of vocational personnel

c. credit courses are offered at times convenient to participants

d. content of credit courses is based on needs assessment of vocational personnel

INSTRUCTION (Continued)

GOAL STATEMENT B (Continued)

e. instructional resources are provided for field-oriented credit course work

f. participants perceive credit courses to be appropriate to their needs

g. LEA vocational administrators perceive credit courses to be appropriate

h. participant improvement of professional skills is evident

i. participant improvement of professional knowledge is evident

Objective 5: provide non-credit courses and/or experiences for improvement of technical skills and knowledge of vocational personnel

Criteria:

a. non-credit experiences are available which contain content to meet in-service needs of vocational personnel

b. systematic approach is utilized for providing students access to non-credit in-service education

c. non-credit courses and experiences are offered at times convenient to participants

d. content of in-service experiences is based on assessment of needs of vocational personnel

e. instructional resources are provided for field-oriented in-service work

f. in-service experiences are taught by regular faculty

g. participants perceive experiences to be appropriate to their needs

h. LEA vocational administrators perceive experiences to be appropriate

i. participant improvement of technical skills is evident

j. participant improvement of technical knowledge is evident

INSTRUCTION (Continued)

GOAL STATEMENT B (Continued)

Objective 6: provide non-credit courses and/or experiences for improvement of professional skills and knowledge of vocational personnel

Criteria:

a. non-credit experiences are available which contain content to meet in-service needs of vocational personnel

b. systematic approach is utilized for providing students access to non-credit in-service education

c. non-credit courses and experiences are offered at times convenient to participants

d. content of in-service experiences is based on assessment of needs of vocational personnel

e. instructional resources are provided for field-oriented in-service work

f. in-service experiences are taught by regular faculty

g. participants perceive experiences to be appropriate to their needs

h. LEA vocational administrators perceive experiences to be appropriate

i. participant improvement of professional skills is evident

j. participant improvement of professional knowledge is evident

Objective 7: provide experiences for conditional certification when necessary

Criteria:

a. conditional certification activities are available for providing professional skills

b. conditional certification activities are based on needs assessment program

c. LEA's are provided professional development services at their sites

INSTRUCTION (Continued)

GOAL STATEMENT B (Continued)

d. courses of study are on file for conditional certification courses

e. content of conditional certification courses is based on empirically identified competencies

f. teachers completing conditional certification classes perceive experience to be adequate

g. personnel records are maintained for persons completing conditional certification courses

h. LEA administrators are periodically asked to evaluate conditional certification experiences

Objective 8: provide experiences for individuals not engaged in vocational education, but who wish to improve their knowledge

Criteria:

a. non-vocational personnel have access to vocational courses and activities

b. courses and activities are designed for non-vocational personnel who wish basic knowledge of vocational education

c. program responds to requests from non-vocational groups who desire vocational education assistance

d. persons who have participated in courses in vocational education, but not engaged in vocational education, perceive experiences to be beneficial

e. recruiting techniques are utilized to encourage participation of non-vocational personnel

Objective 9: provide a program for professionalization of vocational teaching certificate

Criteria:

a. program meets state certification requirements for professionalization of vocational teaching certificate

INSTRUCTION (Continued)

GOAL STATEMENT B (Continued)

b. professionalization of vocational teaching certificates is available within specific vocational program area

c. professionalization program is devoted to improvement of teacher practices within specific vocational program area

d. participants perceive professionalization program beneficial to their professional practices

e. professionalization program is designed to provide an understanding of comprehensive vocational education

f. professionalization program is established upon empirically derived competencies

Objective 10: engage in self evaluation

Criteria:

a. necessary formative evaluation is built into components of program cycle

b. summative evaluation is included within program cycle

c. procedures for alteration based on evaluation are evident in program

Objective 11: provide library resources

Criteria:

a. inter-library loan facilities are available to students

b. library resources are responsive to needs of in-service vocational teacher education programs

c. plan exists whereby faculty has input into library acquisitions

d. students perceive library resources as adequate and available

e. identified list of library resources related to vocational education is available

INSTRUCTION (Continued)

GOAL STATEMENT B (Continued)

Objective 12: provide instructional equipment to teach stated skills and knowledge

Criteria:

a. classroom instructional equipment is sufficient for providing experiences necessary to meet program objectives

b. laboratory instructional equipment is sufficient for providing experiences necessary to meet program objectives

Objective 13: provide instructional support services for vocational teacher education personnel

Criteria:

a. program has adequate office space and equipment to support instructional program

b. program has adequate non-professional instructional staff to support instructional program

c. program has sufficient non-instructional staff to support instructional program

d. adequate supply and expense budget exists for instructional program

MISSION AREA: I. INSTRUCTION

GOAL: C. To provide programs for preparation of vocational education administrators and other support personnel

OBJECTIVES: The vocational education administration program function will:

1. provide qualified faculty
2. offer curriculum which meets state certification requirements
3. provide instruction through methods which cover functions of educational administration and prepare students to become vocational administrators
4. provide library resources
5. utilize university and/or vocational teacher education admission criteria for vocational administration programs
6. offer placement and follow-up services for program graduates
7. provide guidance services
8. engage in self evaluation
9. provide program for professionalization of vocational administration certificates
10. provide instructional equipment to teach identified skills and knowledge
11. provide instructional support services for vocational teacher education personnel

INSTRUCTION

GOAL STATEMENT C: To provide programs for preparation of vocational education administrators and other support personnel

Objective 1: provide qualified faculty

Criteria:

a. faculty includes personnel who have had administrative experience in vocational education

b. faculty includes personnel who are certifiable in vocational education administration

c. faculty is active in appropriate vocational education administration professional organizations

d. faculty is recognized as qualified by experts outside institution

Objective 2: offer curriculum which meets state certification requirements

Criteria:

a. list of state certification requirements is available

b. curriculum is flexible to meet requirement changes

c. program planners have input into formation of requirements set by state board for certification

d. program planners are up-to-date on current requirements

e. vocational administration program is approved by Teacher Training and Licensing Commission

f. curriculum is developed with input from department which has responsibility for administrator education

g. curriculum advisory committee is utilized

INSTRUCTION (Continued)

GOAL STATEMENT C (Continued)

Objective 3: provide instruction through methods which cover functions of educational administration and prepare students to become vocational administrators

Criteria:

a. functions of educational administration are included in courses

b. courses are offered for operational planning and needs assessment, curriculum development, finance, program evaluation, and personnel

c. program is established on basis of list of competencies or tasks in educational administration

d. program development has utilized input from local and state vocational administrators

e. graduates of program perceive courses as relevant

f. field experience for administrative training is provided

Objective 4: provide library resources

Criteria:

a. inter-library loan facilities are available to students

b. library resources are responsive to graduate studies in vocational administration

c. plan exists whereby faculty has input into library acquisitions

d. graduates perceive library resources as adequate and available

e. identified list of library resources related to vocational administration is available

INSTRUCTION (Continued)

GOAL STATEMENT C (Continued)

Objective 5: utilize university and/or vocational teacher education admission criteria for vocational administration programs

Criteria:

a. admissions criteria are utilized to select students to be admitted into vocational administration programs

b. admissions criteria are accessible to applicants and to faculty

c. admissions criteria include job description of vocational administrators

d. when program deviates from stated admissions criteria, reasons are documented

e. recommendations from LEA administrators are considered

Objective 6: offer placement and follow-up services for program graduates

Criteria:

a. administrative placement assistance is provided

b. administrative placement follow-up consultation is provided

c. placement services utilize expertise of program faculty

d. program maintains file of persons completing administrative training program

e. program maintains file of current administrative openings in vocational education

f. follow-up assistance for new vocational administrators is offered

Objective 7: provide guidance services

Criteria:

a. guidance activities are provided for vocational administration students

INSTRUCTION (Continued)

GOAL STATEMENT C (Continued)

b. guidance activities are provided by faculty in vocational administation training program

c. students are aware of guidance services available

d. students perceive guidance services are adequate

Objective 8: engage in self evaluation

Criteria:

a. necessary formative evaluation is built into components of evaluation system

b. summative evaluation is included in system

c. procedures for alteration based on evaluation are evident in program

Objective 9: provide a program for professionalization of vocational administration certificates

Criteria:

a. extension courses, evening courses, and summer classes are offered to meet professionalization requirements

b. planned program exists for professionalization of administrative certificate

c. professionalization program is flexible in order to provide for individual needs

d. professionalization courses and experiences are offered at times and locations convenient to vocational administrators

Objective 10: provide instructional equipment to teach identified skills and knowledge

Criteria:

a. classroom instructional equipment is sufficient for providing experiences to meet program objectives

INSTRUCTION (Continued)

GOAL STATEMENT C (Continued)

b. laboratory instructional equipment is sufficient for providing experiences to meet program objectives

Objective 11: provide instructional support services for vocational teacher education personnel

Criteria:

a. program has adequate office space and equipment to support preparation program

b. program has adequate non-professional instructional staff to support preparation program

c. program has sufficient non-instructional staff to support preparation program

d. supply and expense budget exists for preparation program

MISSION AREA: I. INSTRUCTION

GOAL: D. To provide graduate studies in vocational education and/or related vocational disciplines

OBJECTIVES: The graduate studies program function will:

1. provide faculty qualified to direct advanced graduate studies
2. provide instruction through methods using objectives which lead to graduate degree in vocational education
3. provide instruction through content which enables student to increase in vocational education knowledge and skills
4. provide program for preparing leadership personnel for vocational education
5. utilize university and/or vocational teacher education admissions standards for advanced graduate studies
6. provide research and development experiences for preparing persons to produce and use research and development
7. engage in self evaluation
8. provide for articulation of related studies to enhance preparation of individual
9. provide library resources to permit intensive investigation of research problems
10. offer student placement and follow-up services for program graduates

INSTRUCTION

GOAL STATEMENT D: To provide graduate studies in vocational education and/or related vocational disciplines

Objective 1: provide faculty qualified to direct advanced graduate studies

Criteria:

a. faculty exhibits expertise in research and development

b. faculty possesses Indiana State Vocational Teacher Certificate where applicable

c. faculty is recognized as qualified by Graduate School

d. faculty is active in appropriate vocational education professional organizations

Objective 2: provide instruction through methods using objectives which lead to graduate degree in vocational education

Criteria:

a. program includes variety of appropriate in-class experiences

b. student acquisition of methodological skills is evident

c. instructional program provides supervised field experiences and supervision in vocational area

Objective 3: provide instruction through content which enables student to increase in vocational education knowledge and skills

Criteria:

a. instructional content reflects current trends

b. instructional content is based upon identified professional and technical needs of vocational speciality area

c. content is perceived by student to be meaningful

d. content is perceived as challenging by faculty and students

e. student acquisition of curriculum content is evident

INSTRUCTION (Continued)

GOAL STATEMENT D (Continued)

f. courses of study are on file for certification courses

g. content of certification courses is based on empirically identified competencies

Objective 4: provide program for preparing leadership personnel for vocational education

Criteria:

a. graduate study programs provide variety of relevant learning experiences

b. programs utilize resource personnel in their areas of expertise

c. specialist's program is offered in vocational education

d. doctoral program is offered in vocational education

e. programs of study are individually designed

f. advanced graduate programs have responsibility for development of leadership skills

g. advanced graduate programs accommodate persons having career goals in administration and higher education

h. program graduates perceive program beneficial

Objective 5: utilize university and/or vocational teacher education admissions standards for advanced graduate studies

Criteria:

a. admissions criteria are utilized to guide applicants into advanced graduate study

b. admissions criteria are available to applicants and faculty

INSTRUCTION (Continued)

GOAL STATEMENT D (Continued)

Objective 6: provide research and development experiences for preparing persons to produce and use research and development

Criteria:

a. approved research dissertation and/or thesis is required for graduation

b. seminars are provided

c. opportunities for reviews of research are provided

d. opportunities for developmental activities with faculty leadership are available

e. program graduates recognize importance of research in vocational education

f. program graduates utilize research and development skills in subsequent employment

g. balance is maintained between theoretical and applied research

Objective 7: engage in self evaluation

Criteria:

a. necessary formative evaluation is built into components of system

b. summative evaluation is included in system

c. procedures for alteration based on evaluation are evident in program

Objective 8: provide for articulation of related studies to enhance preparation of individual

Criteria:

a. students are required to take courses in areas related to vocational education

INSTRUCTION (Continued)

GOAL STATEMENT D (Continued)

b. advanced graduate studies committees include faculty members from related areas

c. instruction is available in other programs such as counseling and guidance, educational administration, or higher education

d. students in vocational education are encouraged to interact through courses with students from other fields

e. advanced graduate study provides for breadth; e.g., application of administrative skills to vocational education

f. advanced graduate study provides for depth; e.g., intensive study in vocational education

g. graduates perceive that majority of related studies are beneficial

Objective 9: provide library resources to permit intensive investigation of research problems

Criteria:

a. inter-library loan facilities are available to students

b. library resources are responsive to intensive investigation of research problems

c. plan exists whereby faculty has input into library acquisitions

d. graduates perceive library resources adequate

e. identified list of library resources related to vocational education is available

f. library resources related to vocational education are utilized by persons involved in intensive investigation of research problems

g. students have access to ERIC system

h. advanced graduate research of students reflects knowledge of appropriate related literature

INSTRUCTION (Continued)

GOAL STATEMENT D (Continued)

Objective 10: offer student placement and follow-up services for program graduates

Criteria:

a. advanced graduate placement assistance is provided

b. advanced graduate follow-up consultation is provided

c. placement services utilize expertise of program faculty

d. placement office maintains file of persons completing advanced graduate studies

e. placement office maintains file of current advanced graduate studies opening in vocational education

f. follow-up assistance for newly placed advanced graduate students is offered

MISSION AREA: II. RESEARCH AND DEVELOPMENT

GOAL: A. To conduct basic and/or applied research activities

OBJECTIVES: The vocational teacher education program will:

1. identify goals for research missions of program
2. submit proposals for funding to appropriate external agencies for basic and/or applied research
3. engage in activities related to assessment of needs for expanding and/or applying knowledge
4. engage in dissemination activities related to informing publics about vocational education research
5. engage in coordination activities related to basic and/or applied research
6. involve students in current research
7. assist students in developing proposals for research
8. engage in research culminating in discovery, expansion, or application of knowledge pertaining to vocational education
9. contribute to vocational education research literature

RESEARCH AND DEVELOPMENT

GOAL STATEMENT A: To conduct basic and/or applied research

Objective 1: identify goals for research missions of program

Criteria:

a. statement of research goals is on file in departmental office

b. research goals are consistent with expertise of faculty

c. research goals follow consistent/appropriate theme(s); i.e., show continuity among activities

d. input for research goals is solicited from faculty

Objective 2: submit proposals for funding to appropriate external agencies for basic and/or applied research

Criteria:

a. proposal(s) is submitted for basic and/or applied research

b. proposal(s) for basic and/or applied research contains section related to prior research as basis for justifying need

c. file of RFP's (related to basic and/or applied research) is maintained

d. library holdings support basic and/or applied research in vocational education program area

e. computer facilities are available to support research

f. procedures are developed to insure proposed project's completion

g. file is maintained of previous proposals for basic and/or applied research

RESEARCH AND DEVELOPMENT (Continued)

GOAL STATEMENT A (Continued)

Objective 3: engage in activities related to assessment of needs for expanding and/or applying knowledge

Criteria:

a. proposal(s) for basic and/or applied research needs assessment is submitted

b. proposal(s) submitted contain(s) needs assessment data

c. at least one faculty member sits on committee related to research needs assessment

d. unit in at least one course is devoted to research needs assessment

Objective 4: engage in dissemination activities related to informing publics about vocational education research

Criteria:

a. proposal(s) include dissemination function

b. research activities undertaken contain dissemination function

c. regular publication of program contains research information

d. results of funded research projects are submitted to ERIC for inclusion in AIM/ARM

Objective 5: engage in coordination activities related to basic and/or applied research

Criteria:

a. proposal(s) pertaining to intra-university or inter-agency research coordination is submitted

b. plan exists for coordination of research activities

c. program conducts conferences and/or workshops relative to results of research

RESEARCH AND DEVELOPMENT (Continued)

GOAL STATEMENT A (Continued)

Objective 5: engage in coordination activities related to basic and/or applied research

Criteria:

a. proposal(s) pertaining to intra-university or inter-agency research coordination is submitted

b. plan exists for coordination of research activities

c. program conducts conferences and/or workshops relative to results of research

d. program is perceived by practitioners as clearinghouse for research

Objective 6: involve students in current research

Criteria:

a. program research activities are included as identified topic in course(s)

b. graduate assistants assigned to projects have job duties which enable them to view totality of projects

c. through seminars or other means of communication, students are informed about research in progress

Objective 7: assist students in developing proposals for research

Criteria:

a. course work is available within program or other institutional unit to prepare students to develop proposals for research

b. student research is included in faculty assignments

c. student degree research contains hypotheses to be tested statistically

d. students have access to proposals for developmental activities

e. students are encouraged to respond to RFP's

RESEARCH AND DEVELOPMENT (Continued)

GOAL STATEMENT A (Continued)

Objective 8: engage in research culminating in discovery, expansion, or application of knowledge pertaining to vocational education

Criteria:

a. project(s) is completed regularly which yields data pertaining to students, materials, programs, practices, or administration of vocational education

b. results of research projects are perceived by users as significant to vocational education

c. design of research projects is appropriate to program objectives

d. results of research projects are presented to appropriate individuals, groups, or agencies within stated time limits

Objective 9: contribute to vocational education research literature

Criteria:

a. every program faculty member recently contributed the following: journal article, abstract of research, project analysis, or editorship of professional periodical

b. institution's reward system recognizes contribution of faculty members to literature

c. there is policy for senior faculty and/or chairpersons to assist junior faculty in publishing

d. papers are prepared or convention prepsentations are made by faculty members describing or explaining research results

MISSION AREA: II. RESEARCH AND DEVELOPMENT

GOAL: B. To engage in developmental activities

OBJECTIVES: The vocational teacher education program will:

1. utilize results of research in assessing needed materials, products, processes, etc., for populations, e.g., vocational teachers
2. engage in activities related to assessment of professional development needs of target populations, e.g., needs assessment for vocational directors
3. submit proposals for funding of developmental projects
4. submit proposals for funding of exemplary vocational professional development activities
5. conduct developmental projects culminating in materials, products, processes, etc., for use by target populations
6. engage in dissemination activities related to making materials, project results, information, etc., available to target populations
7. engage in coordinating activities related to utilization of developmental projects
8. involve students in current developmental activities
9. assist students in developing proposals for developmental projects
10. contribute to vocational education literature regarding developmental activities

RESEARCH AND DEVELOPMENT

GOAL STATEMENT B: To engage in developmental activities

Objective 1: utilize results of research in assessing needed materials, products, processes, etc., for target populations, e.g., vocational teachers

Criteria:

a. proposals for developmental activities contain section pertaining to prior research

b. developmental projects are based on stated need which can be documented from existing literature and research

c. proposals for developmental activities contain section pertaining to prior developmental activities

Objective 2: engage in activities related to assessment of professional development needs of target populations, e.g., needs assessment for vocational directors

Criteria:

a. potential users of developmental project products are included in needs assessment and/or project itself

b. developmental needs of target populations for proposals are formally reviewed using some method such as PROBE

c. products related to stated needs of one or more target populations are produced

Objective 3: submit proposals for funding of developmental projects

Criteria:

a. program regularly submits proposals for developmental activity

b. program maintains file of current RFP's for developmental activities

c. program maintains file of previously submitted proposals pertaining to developmental activities

d. procedures are developed to insure reasonable expectation of proposed project's completion

RESEARCH AND DEVELOPMENT (Continued)

GOAL STATEMENT B (Continued)

Objective 4: submit proposals for funding of exemplary vocational professional development activities

Criteria:

a. training proposal(s) is submitted

b. file of current RFP's for training activities is maintained

c. file of submitted proposals pertaining to training activities is maintained

d. procedures or plans of actions are developed to insure proposed project's completion

Objective 5: conduct developmental projects culminating in materials, products, processes, etc., for use by target populations

Criteria:

a. project(s) is completed by program which yields materials, handbooks, guidelines, etc., for use by one or more target population(s)

b. products of developmental activities are perceived by users as significant

c. design of developmental projects is appropriate to objectives

d. results of developmental projects are presented to appropriate individual, group, agency within stated time limits

e. products of developmental projects are reviewed for purpose of updating them

Objective 6: engage in dissemination activities related to making materials, project results, information, etc., available to target populations

Criteria:

a. developmental projects contain dissemination function

RESEARCH AND DEVELOPMENT (Continued)

GOAL STATEMENT B (Continued)

b. target population receives product or results of project

c. program submits proposals for project directed toward disseminating materials, research, information, etc.

d. program supplies copies of products of developmental projects upon request

e. program submits copies of products of developmental activities to 1) ERIC for inclusion in AIM/ARM and 2) state curriculum center

Objective 7: engage in coordinating activities related to utilization of developmental projects

Criteria:

a. conferences or workshops relative to results of developmental projects are conducted

b. results of developmental projects by producing and distributing bibliographies, abstracts, etc., are synthesized

c. graduates perceive program as clearinghouse for products or developmental projects

d. practitioners perceive program as clearinghouse for developmental projects

Objective 8: involve students in current developmental activities

Criteria:

a. developmental activities are included as identified topic within students' programs

b. graduate assistants assigned to projects have job duties which enable them to view totality of projects

c. through seminars or other means of communication, students are informed about developmental projects in progress

RESEARCH AND DEVELOPMENT (Continued)

GOAL STATEMENT B (Continued)

Objective 9: assist students in developing proposals for developmental projects

Criteria:

a. course is available in program or other institutional unit where students are prepared to develop proposals for developmental activities

b. students have access to proposals for developmental activities

c. students are encouraged to respond to RFP's

Objective 10: contribute to vocational education literature regarding developmental activities

Criteria:

a. program faculty members contribute the following pertaining to developmental activity: journal article, project analysis, publishable abstract, or other manuscript suitable for publication

b. institution's reward system recognizes contribution of faculty members to literature pertaining to developmental activities

c. papers are prepared or convention presentations are delivered regarding faculty developmental activities

MISSION AREA: II. RESEARCH AND DEVELOPMENT

GOAL: C. To engage in evaluation activities

OBJECTIVES: The vocational teacher education program will:

1. participate in needs assessments for university programs, SEA's, and LEA's
2. conduct course and program evaluations
3. include evaluation component in research and developmental activities
4. develop proposals for funding related to evaluation activities
5. participate in inter-agency evaluation efforts, e.g., SEA-LEA, USOE-LEA, etc.
6. involve students in evaluation activities
7. assist students in developing evaluation proposals
8. contribute to vocational education literature concerning evaluation

RESEARCH AND DEVELOPMENT

GOAL STATEMENT C: To engage in evaluation activities

Objective 1: participate in needs assessment for university programs, SEA's, and LEA's

Criteria:

a. evaluation is identified goal

b. participation in needs assessment is part of the program

c. proposal(s) for needs assessment is submitted by program

d. local or state education agency calls upon faculty or program to assist in needs assessment

e. local vocational administrators have positive attitude about the program's ability to contribute to needs assessment

Objective 2: conduct course and program evaluations

Criteria:

a. plan for program evaluation is maintained

b. program evaluation procedures include students, graduates, and faculty

c. results of program evaluations are distributed to program faculty in institution

d. results of program evaluations are distributed to appropriate superiors in institution

e. curriculum evaluation includes experts from field outside program

f. state curriculum requirements are in evidence in program curriculum

g. curriculum changes are evident as result of curriculum evaluation

h. program graduates are evaluated in terms of program requirements

RESEARCH AND DEVELOPMENT (Continued)

GOAL STATEMENT C (Continued)

i. employing officials of program graduates express satisfaction

Objective 3: include evaluation component in research and developmental activities

Criteria:

a. evaluation component is specified in research and developmental projects

b. evaluation component is judged adequate by experts external to projects

c. evaluation by users and/or participants is included in developmental projects

d. evaluation component in proposals and projects specifies evaluation design

Objective 4: develop proposals for funding related to evaluation activities

Criteria:

a. list of funding agencies and requirements for evaluation-related activities is on file

b. proposal(s) for external funding of evaluation project(s) is submitted

Objective 5: participate in inter-agency evaluation efforts, e.g., SEA-LEA, USOE-LEA, etc.

Criteria:

a. state education agency recognizes evaluation expertise of program faculty

b. program graduates recognize evaluation expertise of program faculty

c. program solicits involvement in inter-agency evaluation efforts

RESEARCH AND DEVELOPMENT (Continued)

GOAL STATEMENT C (Continued)

d. program faculty is involved in inter-agency evaluation efforts

Objective 6: involve students in evaluation activities

Criteria:

a. evaluation activities are included as identified topic within students' programs

b. graduate assistants assigned to projects have job duties which enable them to view totality of projects

c. through seminars or other means of communication, students are informed about evaluation projects in progress

Objective 7: assist students in developing evaluation proposals

Criteria:

a. course is available in program or other institutional unit where students are prepared to develop proposals for evaluation activities

b. students have access to proposals for evaluation activities

c. students are encouraged to respond to RFP's

Objective 8: contribute to vocational education literature concerning evaluation

Criteria:

a. faculty members write articles or abstracts related to evaluation

b. faculty members participate in conferences or conference sessions related to evaluation

c. evaluation contributions of program faculty are recognized as adequate by outside experts

MISSION AREA: III. SERVICE

GOAL: A. To engage in activities within university structure

OBJECTIVES: The vocational teacher education program function will:

1. provide personnel to aid in preparation of vocational education proposals for program initiation
2. provide personnel to aid in other vocational program initiation
3. encourage personnel to serve on university governance assignments
4. provide personnel for instructional consultation with students from other academic areas
5. provide personnel for advisements to students from other academic areas
6. provide resource personnel for other curricular programs
7. provide personnel to serve as advisors to student organizations
8. share stated goals and objectives with other units of university

SERVICE

GOAL STATEMENT A: To engage in activities within the university structure

Objective 1: provide personnel to aid in preparation of vocational education proposals for program initiation

Criteria:

a. faculty assists other vocational teacher education programs within institution regarding proposals

b. faculty in other vocational teacher education programs values assistance provided

c. technical assistance is available to vocational educational proposals of other origin

d. institutional reward system recognizes contribution to vocational education proposals

Objective 2: provide personnel to aid in other vocational program initiation

Criteria:

a. faculty assists other vocational teacher education programs within institution regarding program initiation

b. faculty in other vocational teacher education programs values assistance provided

c. technical assistance is available to vocational educational program initiation of other origin

d. institutional reward system recognizes contribution to other vocational education program initiation

Objective 3: encourage personnel to serve on university governance assignments

Criteria:

a. faculty is nominated for university governance assignments

b. faculty is eligible for election and/or appointment to university governance assignments

SERVICE (Continued)

GOAL STATEMENT A (Continued)

c. institutional reward system recognizes university governance assignments

d. faculty currently serves on major institutional committees

Objective 4: provide personnel for instructional consultation with students from other academic areas

Criteria:

a. faculty maintains established hours for student consultation and instruction

b. record is maintained of faculty instructional consultation

c. non-vocational education students who have consulted with faculty value assistance received

d. program resources, such as departmental library holdings, are made available to non-vocational education students

Objective 5: provide personnel for advisement to students from other academic areas

Criteria:

a. faculty serves as vocational education advisors for students with minors in vocational education

b. record is maintained of faculty advisement with non-majors

c. non-vocational education students who have consulted with faculty value assistance received

Objective 6: provide resource personnel for other curricular programs

Criteria:

a. faculty availability and resource expertise are communicated to other curricular programs

b. faculty serves as resource personnel for other university projects requiring its competency

SERVICE (Continued)

GOAL STATEMENT A (Continued)

c. faculty serves as guest speakers in courses taught in other programs

d. quality of faculty contributions is recognized by other university programs/projects which have used vocational education resource persons

e. institutional reward system recognizes service contribution of faculty to intra-university efforts

Objective 7: provide personnel to serve as advisors to student organizations

Criteria:

a. institutional reward system recognizes contribution as advisor to student organization

b. faculty is eligible for election and/or appointment to advise student organizations

c. faculty serves as an advisor to student organizations

Objective 8: share stated goals and objectives with other units of university

Criteria:

a. goals and objectives are distributed to other university units

b. annual meetings are held with other universities to discuss stated goals and objectives

MISSION AREA: SERVICE

GOAL: B. To engage in service activities for local education agencies

OBJECTIVES: The vocational teacher education program function will:

1. provide expertise to LEA's to improve existing vocational education programs

SERVICE

GOAL STATEMENT B: To engage in service activities for local education agencies

Objective 1: provide expertise to LEA's to improve existing vocational education programs

Criteria:

a. faculty assists LEA's

b. contributions of faculty to various agencies are documented through reports, minutes, etc.

c. within past three years every faculty member has participated in assisting LEA's

d. faculty provides assistance to LEA's without additional compensation

e. institution's reward system recognizes service contributions by faculty

f. faculty assists LEA's in conducting needs assessments for program planning

g. faculty assists LEA's in conducting evaluations of local programs

MISSION AREA: SERVICE

GOAL: C. To engage in service activities for state education agencies

OBJECTIVES: The vocational teacher education program function will:

1. provide personnel to serve on SEA task forces, developmental projects, and committees
2. assist SEA staffs in organizing in-service programs for joint benefit of state staffs and teacher educators
3. provide personnel for state vocational education professional organizations

SERVICE

GOAL STATEMENT C: To engage in service activities for state education agencies

Objective 1: provide personnel to serve on SEA task forces, developmental projects, and committees

Criteria:

a. majority of faculty has served on state task force related to vocational education

b. faculty participates in inter-institutional activities related to vocational education

c. impact of faculty contributions to state-wide efforts in vocational education; e.g., concepts, position statements, standards, etc., is documented

d. state consultants perceive state-wide contributions of faculty to be valuable

e. state board staff members perceive state-wide contributions of faculty to be valuable

f. service rendered by faculty has been perceived as valuable by groups or agencies receiving service

Objective 2: assist SEA staffs in organizing in-service programs for joint benefit of state staffs and teacher educators

Criteria:

a. faculty serves as advisory committees to plan in-service programs for state staffs and teacher educators

b. faculty attends in-service education programs for state staffs and teacher educators

c. faculty participates in in-service education programs for state staff and teacher educators

SERVICE (Continued)

GOAL STATEMENT C (Continued)

Objective 3: provide personnel for state vocational education professional organizations

Criteria:

a. faculty belongs to professional organizations in vocational education at state level

b. majority of faculty has served on state committees in professional organizations for vocational education

c. majority of faculty has made presentation to state professional organization meeting

d. expertise of faculty is recognized by state professional vocational organization

MISSION AREA: SERVICE

GOAL: D. To engage in service activities for national organizations

OBJECTIVES: The vocational teacher education program function will:

1. represent university to external agencies and organizations
2. provide personnel expertise for national vocational educational professional organizations
3. provide personnel to serve national agencies and organizations

SERVICE

GOAL STATEMENT D: To engage in service activities for national organizations

Objective 1: represent university to external agencies and organizations

Criteria:

a. faculty is requested by university administration to serve on committees, etc., outside university

b. faculty contributes to activities for university alumni, service clubs, etc.

Objective 2: provide personnel expertise for national vocational educational professional organizations

Criteria:

a. faculty belongs to professional organizations in vocational education at national level

b. majority of faculty has served on national committees in professional organizations for vocational education

c. majority of faculty has made presentation to national professional organization meeting

d. expertise of faculty is recognized by national professional vocational organization

Objective 3: provide personnel to serve national agencies and organizations

Criteria:

a. faculty assists various national vocational education agencies

b. contributions of faculty members to various agencies are documented through reports, minutes, etc.

c. faculty provides assistance to vocational education agencies without compensation

d. institution's reward system recognizes service contributions by faculty

SERVICE (Continued)

GOAL STATEMENT D (Continued)

e. service rendered is perceived as valuable by groups or agencies receiving service

f. national consultants perceive nation-wide contributions of faculty to be valuable